

## Point of View

By John J. Clayton

WHEN I WAS A CHILD, living in an apartment in New York City, a refugee named Theodore would come every few months to wash our windows. I remember his buckets and the black leather straps he hooked onto the stone ledge, seven floors above an alley. I remember his thick Polish accent, his rimless glasses, his severity. He seemed to have weathered into leather himself. Paid by the window, he worked with amazing speed. One afternoon my mother called me in to watch him at work.

"You see that man? What do you think he's doing?" "Washing windows," I suggested.

"Let me tell you what he's really doing: That man is putting two sons and a daughter through university! You understand? And that's America."

I remember feeling a shiver, as I often did when my mother gave me a lesson in social justice. After that, Theodore seemed to me a kind of hero. But his story also made our country seem heroic—a land of possibilities, of social mobility through education provided by the people.

In the 60's I became cynical about the American Dream. From its beginnings, I learned, public education wasn't developed simply to enable ordinary people to rise. It was part of the infrastructure required by industry, which needed socialized and educated workers. But my cynicism was foolish. The dream was real, even if the motives of industrialists were not purely altruistic. Women really have put children through college by cleaning office buildings at night. The dream was true for millions of American parents who used higher education, especially in public colleges and land-grant universities, to lift up the next generation.

Driven by the Morrill Land Grant Act of 1862, public higher education became America's edge. A student at City College of the City University of New York wrote at the turn of the century, "The classrooms were bare, the chairs and desks of the plainest. . . . But as against that were the students. . . . We knew it as gospel truth that this plain College was for each of us a passport to a higher and ennobled life." In the same era, Charles R. Van Hise said at his inauguration as president of University of Wisconsin, "A state university can only permanently succeed—where its doors are open to all . . . who possess sufficient intellectual endowment, where the financial terms are so easy that the industrious poor may find the way. . . . This is a state university ideal, and this is a new thing in the world."

This new thing, a high-quality, inexpensive public university, fostered both social mobility and American success in this century. In the states with great land-grant universities, most political and industrial leaders were educated there. The institutions also have been essential to research.

Now, the public university is not just being pruned or challenged; throughout the country, it is probably being lost.

I teach in a state that seems to represent the American future, and that future saddens me. Public higher education has begun to deteriorate in Massachusetts. We've suffered the deepest budget cuts in the country: since 1988, we have lost over 41 per cent of our budget. Last year's cut, 17 per cent, was 10 per cent worse than that in any other state. But we're simply out in front of a trend: For the first time in the 33 years of the Chambers survey, state support for higher education declined for academic 1991-92. Thirteen states, including seven of the largest, reported declines over the last two years.

In many states, faculties and courses have been cut, and students have been crowded out of classes. California's law entitling all qualified Californians admission to the higher-education system simply can't be obeyed. Everywhere, tuition has jumped but faculty salaries have not.

Massachusetts is the extreme example. For three years, faculty members at the University of Massachu-

## America Is Destroying Public Higher Education

setts have received no raises, not even cost-of-living increases; worse, we've been forced to take unpaid "furloughs" and yet teach anyway. Master teachers are being paid—"bribed" is the word that comes to mind—to retire early simply because the university needs their salaries. Programs that took 30 years to build are dissolving; some of the best, most respected administrators and teachers have gone elsewhere. Budget cuts have stripped the university bare, leaving it without money to keep up a decent research library, without money for building programs. Morale—of students and faculty members—is low.

Budget cuts have been "softened," in Massachusetts and many other states, by making students pay more—a lot more. In Massachusetts, this new revenue permitted the state to make additional cuts, which led to additional burdens on students. The university has hit them with unpredictable increases in costs, sometimes at mid-year. In three years at UMass, costs for an in-state student have risen from \$4,500 to \$8,500, and

"Budget cuts have stripped the university bare, leaving it without money to keep up a decent research library, without money for building programs. Morale—of students and faculty members—is low."

costs for an out-of-state student from about \$7,500 to \$14,500—close to double.

The extra tuition money tempts us to increase costs even more, making UMass more expensive and thus less democratic—less accessible to Theodore's grandchildren. Like private colleges, we offer financial aid. But, increasingly, it's the children of the middle class who can afford to come to UMass. It's becoming private education under another guise. What's happened to low-income students? They go to inexpensive community colleges near their homes—or they just don't go.

The result of the budget cuts and increased costs is making us less selective. In 1988, 24,000 students applied for first-year admission at UMass. We accepted 50 per cent and came up with a class of 4,400 students. In 1991—just three years later—only 14,000 students applied. We accepted 83 per cent, but that year's class dropped to 3,300 students.

Demographics at work? Hardly. All through the 80's, the demographics indicated a decrease in the college-age population, but our enrollments climbed. Massachusetts has lost some population, but not this much, not this fast, not in three years.

As we've become less selective, the average SAT scores of our freshmen have dropped steeply—50 points in a year. And they proved accurate: 24 per cent of last year's first-year students didn't return this fall—the highest proportion ever.

THE UNIVERSITY OF MASSACHUSETTS is still a fine place, with most of its programs and departments intact. But unless things change, we will become increasingly less selective, accepting any student able to pay. If we don't reverse the trend, the academic ability of our students will steadily decline, good faculty members won't apply for jobs here, the best graduate students will go where the best young faculty members are, and our wonderful public university will become second-rate,

then third-rate, then a joke. Elitists like John Silber will have won: To get a good education, a student will have to go to a private university.

And soon this may happen all over the country. Public colleges and universities will continue to drop faculty members and part-time instructors, canceling classes and making existing classes unbearably overcrowded. Tuition may increase so much that some public institutions will really be second-rate private universities, the only difference being that minimal state support will substitute for endowments. They will become third-tier, undemocratic institutions.

THE RECESSION, OF COURSE, is partly to blame. And the recession has come after a decade of Reagan-inspired budgets that have harmed educational institutions, students, and the states. The states, whose own tax revenues have declined, increasingly are unable to make up for the federal cuts. But the culprit I want to focus on is a virulent mythology offered us by our Presidents and their apologists over the past 12 years: *All government is parasitical and wasteful. Higher education? Head Start programs? Prenatal care? Don't let "them" near your money. Keep up a strong police and military, but otherwise keep the government's hand out of your pocket.*

The result of this mythology? The general public and legislators actually feel morally in the right—not simply self-interested, but responsible, virtuous—for refusing to vote new taxes for education and other social programs. For ordinary people, whose real income has declined, whose children face a future with fewer possibilities—the mythology is imprisoning.

In Massachusetts, as in the rest of the country, legislators who voted for a progressive income tax or a tax on services would have a very hard time being re-elected. Experts can point out that of all industrialized countries, the United States is the most highly taxed; they can point out the value of taxation when it's used to invest in our future. But people don't listen; it doesn't fit the Reaganite mythology that too many people have adopted, particularly as the recession makes them fearful about their own economic futures.

It's time for people to understand that refusing to pay for education is not tough-minded realism. Realism recognizes that to rebuild our economy, we're going to have to rebuild the infrastructure. That includes the minds of the next generation of workers, workers who will require a better, not a shoddier, education. A great deal of the public capital needed can come from cuts in defense spending, but if it also takes more taxes, then let's raise taxes.

We cannot afford the terrible human waste—the waste and moral destruction of a generation of poor and middle-income children and young adults. A child is six years old only once. If you deprive the child of a decent elementary education, you've done him or her permanent, irreversible damage, and you've lost a valuable asset. And we'll end up paying for prisons and police whatever we refuse to pay for education. Similarly, high-school graduates usually get just one chance at college. If we don't offer the most talented among them a first-rate public education, everybody—they themselves and the society that needs them—loses out.

The alternative is the terrible vision of the movie *Blade Runner*. Set in a futuristic Los Angeles, it showed a polyglot sea of uneducated poor living in the leaking, deteriorated structures of the 20th century, a giant underclass without mobility. Its rage and crime are controlled by a high-tech police force in the pay of a small, wealthy, highly educated class living in elegant isolation. I'm afraid of that vision; I'm afraid it may become literally true.

John J. Clayton is professor of English at the University of Massachusetts at Amherst.

## Quote, Unquote

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The problem of unallowable costs being charged to the government is systemic.

An assistant comptroller general at the General Accounting Office: A25

Many uninformed people think the world is turning "queer."

A professor of sociology at Arizona State University: A7

A young man wrote that a novel he had read had taught him that his relationship with Mother Earth was one of rape and pillage; he now saw his rock collection in a new light.

An professor of women's studies: B1

"This is the first clear indication from reliable survey data of what's happening in the higher-education community as a result of the economic downturn."

A college personnel official, on administrators' raises this year: A1

"I think the budget is exactly the same as past Bush budgets for raising programs. You'd have to give them credit for putting a good spin on it."

Charles B. Saunders, Jr., senior vice-president of the ACE: A1

"The request barely covers inflation. And in some very important areas, it does not come near the inflation rate at all."

David B. Moore of the Association of American Medical Colleges, on the budget proposal for NIH: A26

"It'll be interesting to see if the presidents think this is a real shot across the bow."

A director of women's athletics, on an Education Department memo on sex equity in college sports: A1

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## THE CHRONICLE

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## U.S. Drafts Memo on Sex Equity in College Sports

By DOUGLAS LEDERMAN

WASHINGTON

The Education Department is circulating a proposed memorandum that would warn college presidents not to violate federal sex-discrimination laws when they make decisions about eliminating sports teams.

The department's Office for Civil Rights has asked a range of higher-education and college-sports officials for their comments on the memorandum, which would be sent to the presidents of all colleges that receive federal funds.

## Many Programs Face Deficits

The memorandum has generated interest for several reasons. First, college officials say it indicates that OCR has been listening to their complaints that it too often has proposed policies without getting advice from experts at the colleges.

Second, it comes at a time when many colleges are contemplating cutting teams as a way to deal with the sports deficits that many of them now face. About a dozen colleges have dropped teams in the past 18 months, and more are considering similar action. Concerns about the possibility of violating federal anti-discrimination laws have forced several colleges to back off from such cutbacks.

Third, the memorandum suggests that the civil-rights office may follow through on its December 1990 pledge to make sports programs' compliance with anti-discrimination laws one of its top priorities. Advocates for women's sports have been frustrated by what they say is OCR's failure to enforce vigorously the statute known as Title IX of the Education Amendments of 1972.

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## 11.6% Increase for Student Grants Sought by Bush in 1993 Budget; Funds for Loans Would Grow 25%

Spending plan said to reflect concern over costs to families

By THOMAS J. DeLOUGHRY

WASHINGTON

President Bush last week asked for an increase of 11.6 per cent for student-grant programs in fiscal 1993—the largest such request of his Presidency. Spending for student loans would grow by 25 per cent.

The proposals surprised college officials, who had expected a request for smaller increases. Many hastened to point out, though, that Mr. Bush's proposals were not as generous as the figures indicated.

Under the President's budget plan, the maximum Pell Grant would grow to \$3,700, from \$2,400, and the largest Stafford Student Loan that an undergraduate could take out would grow to \$4,000, from \$3,000. The proposal would put \$2-billion in new money into higher education, but shifts in funds and changes in eligibility requirements would eliminate more than 675,000 grants and 128,000 Perkins Student Loans.

## Concern for Older Students

Bush Administration officials said the proposals were intended to acknowledge families' difficulties in paying for college. They also said the budget was designed to open up student-aid programs to older students who are working full time and want to go to college for one or two courses. The present law requires students to attend college at least half time to qualify for federal aid.

The President combined the proposed

## The President's Budget and Higher Education

■ Scientists are pleased with large increases proposed for the National Science Foundation, but are disappointed by the small increases proposed for the National Institutes of Health: Page A26.

■ Students and presidents are angry about a proposal to give larger Pell Grants to good students and deny grants to students who do not maintain a C average: Page A32.

■ Colleges could attract more gifts of real estate and stocks if Congress adopts this proposal on tax treatment of appropriated property. But some development officers are worried about new reporting requirements: Page A30.

■ Complete budget tables on programs in the Education Department and other agencies that provide funds for colleges and universities: Page A28.

student-aid increases with requests that the interest on student loans be made tax deductible and that penalty-free withdrawals from Individual Retirement Accounts be permitted for college expenses. Educators said they viewed the package as Mr. Bush's attempt to keep his 1988 campaign promise to be an "education President."

Higher education fared well in the proposed Education Department budget.

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## Administrators' Raises Trail Inflation This Year, Reflecting Hard Times

By DENISE K. MAGNER

WASHINGTON

Reflecting the nationwide recession, median salaries for college and university administrators rose by only 2.6 per cent this academic year. Not only was the increase the smallest in four years, but it also failed to keep pace with inflation.

In academic 1990-91 the rate of increase in median salaries was twice as high—5.4 per cent. The figures are from a survey that is conducted each year by the College and University Personnel Association.

The slim pay raises also fell well below last year's inflation rate. The Consumer Price Index rose by 4.7 per cent in the 12 months ending June 1991.

"This is the first clear indicator from reliable survey data of what's happening in the higher-education community as a result of the economic downturn," said Kathleen E. Donofrio, director of personnel at Loyola College in Maryland and a

member of the committee that advises CUPA on the administrative-salary survey. "It's not surprising," she added. "I think higher education has been particularly hard hit in this economy."

## Lowest Raises at 2-Year Colleges

Administrators at two-year colleges received the lowest pay raises. Their median salaries increased only 0.8 per cent in 1991-92, the survey of 1,438 institutions found.

"Two-year colleges, at least at the public level, differ from a lot of the other public institutions in that they draw some of their support from the local base," said Kirk D. Beyer, compensation manager for the University of Nebraska at Lincoln and chairman of the survey advisory committee. "They might reflect the economic conditions a little sooner than some of the other state-supported institutions would."

Administrators at baccalaureate institutions

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February 5, 1992

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**U.S. SAID TO OVERSTATE TRADE DEFICIT**  
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## MARGINALIA

A faculty member at Canton College of Technology received a communication from the Athletic Booster Club with this compelling message on the envelope:

OPEN IMMEDIATELY  
OUTDATED MATERIAL INSIDE

Memorandum to the faculty at the University of Findlay:

"It is proposed that:  
"1) When voting on tenure or promotion policy (and 'sense of the faculty' votes about tenure and promotion) voting privileges be restricted to full-time teaching faculty and division chairs.  
"2) A ballot on this issue is called for."

Shall we dance?

A student who was late for a class at Quinnipiac College gave her professor this note:

"At 8:15 we Received a Call that Sharon L—'s Jeep Wrangler broke down. Now at 10:00 A/M vehicle has been towed here for possible drive shaft repairs.

"Please excuse any inconvenience this may have caused."

The note was signed by a man at a local auto shop.

Warning sent by electronic mail at Appalachian State University:

"Those that we do not hear from by November 15, indicating they wish to retain their id, will be removed."

Help us, Sigmond! Help us!

From *Dominguez News*, the paper at California State University at Dominguez Hills:

## ETHNIC DIVERSITY

## SPRINKLES CAMPUS

"Dominguez Hills is just one big salad bowl.

"The ingredients in the Dominguez Hills salad are:

"35.5 percent White  
"33.1 percent African-American  
"18.9 percent Latino  
"8.5 percent Asian  
"4.0 percent Pacific Islander.

"Dr. Kenneth B. Gash, director of institutional research here said, 'each year the ethnic diversity changes.'

"The Latino population is growing each year, this makes the percentage of other races stay the same," he said.

What's on that salad, Director?

We have it on good authority that the following closing statement was made by the vice-president for academic affairs to the Governor of West Virginia at a ground-breaking ceremony at Fairmont State College:

"And now let us proceed with the recession."

—C.G.

## In Brief

## Students question PCB cleanup in dormitories

NEW PATLZ, N.Y.—Students at the State University of New York here protested outside two residence halls last week, demanding that the buildings remain closed for further safety tests.

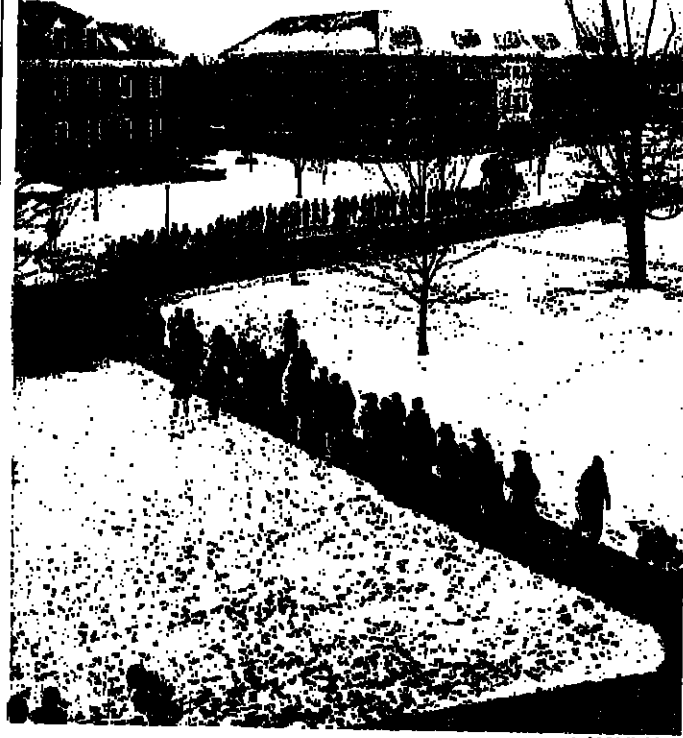
Last month a power surge caused transformers containing a carcinogenic chemical, polychlorinated biphenyls, to overheat in five campus buildings. A university spokesman said both the state and county health departments had approved the reopening of the buildings after testing and cleanup. Two other residence halls remain closed.

## Berkeley students stage hunger strike over fees

BERKELEY, CAL.—Five students at the University of California's campus here started a hunger strike last week to protest a 22-per-cent increase in student fees due to take effect in the fall. The increase will boost fees for state residents to an average of \$3,036 a student on the university's nine campuses. The university charges fees instead of tuition.

The fee hike is the third in as many years. A university spokesman said the institution needed the money to help offset a cut in its request for state funds. The money from the fees will be used mainly to increase support for university libraries and student financial aid.

The students said they would only drink liquids and take vitamins during their strike. They will continue to attend classes as long



## Book procession marks opening of new library

FREDERICK, MD.—Hood College students, faculty and staff members, and alumnae carried books from the Joseph Henry Apple Library last month to open a new library and information-technology center on the campus.

The new four-story library cost \$9.2-million to build, and the in-

formation-technology center cost \$3.5-million.

The college held the procession to celebrate the new library, which will be dedicated in September to kick off the college's centennial year. About 1,000 books were carried in the procession.

as they are able. The students want a complete rollback of the latest increase, a cut on future fee hikes, and the creation of a committee to review student financial aid.

## 2 City College officials leave over stampede

NEW YORK—Two administrators are leaving City College of the City University of New York after being partially blamed for a deadly stampede on the campus. A third official faces disciplinary action.

In December, nine people were crushed by a crowd pushing into the college's gymnasium for a celebrity basketball game. A report commissioned by Mayor David Dinkins blamed the police, the event's promoter, the student organizer, the crowd, City University, and City College.

Following the report's release, Jean Charles, director of co-curricular life, resigned after 13 years with the college. George D. McDonald, vice-president for student affairs, is retiring this week after 24 years. And Charles Deane has been removed as director of security and temporarily reassigned to the facilities office, pending a hearing.

The Mayor's report charged that the officials had "exercised little initiative" in enforcing college policies and "displayed a lack of knowledge" in handling the event. The officials were unavailable for comment.

## University employee sold cocaine, fixed grades

BOULDER, COLO.—Armando Payan, a former program specialist in the registrar's office at the University of Colorado, has pleaded guilty to selling cocaine on the campus and to falsifying a student's grade-point average in return for money.

Mr. Payan was sentenced to four years of probation and ordered to complete 150 hours of community service. He must also pay \$2,000 in fines and spend 30 days in house detention.

Mr. Payan, who was fired by the university last summer after working there 12 years, sold cocaine on two occasions to a police informant on the campus.

## Graduate students sit in at Yale U. library

NEW HAVEN—About 300 graduate students held a two-hour sit-in at Yale University's main library to protest reduced hours forced by budget cuts.

According to Yale officials, the campus has reduced operating hours at 7 of its 25 libraries by about 6 per cent, or 17 hours a week. Hours in the Sterling Memorial Library, where the protest was held, were not affected.

The demonstration was staged by the Graduate Employees and Students Organization, representing about 1,500 students. The group also is angry because Yale has refused to recognize it as a bargaining body with union status.

Yale officials say they have been working to deal with the group's concerns.

But the graduate-student organization threatened a two-day strike this week, during which graduate students would not attend classes or conduct undergraduate discussion sessions. The graduate-student group may also strike with members of the union that represents 3,500 Yale service workers. The union plans a walk-out if a settlement is not reached by next week.

## Corrections

■ A story on electronic information services offered by the American Center for the Study of Distance Education (*The Chronicle*, January 22) misidentified the editor of *The American Journal of Distance Education*. He is Michael G. Moore.

■ Because of incorrect information supplied by the College Board, a table listing tuition and fees gave incorrect figures for Houston Baptist University (*The Chronicle*, October 23, 1991). Tuition was \$4,750 in 1990-91 and is \$5,580 in 1991-92.

## Card marks centennial at U. of Chicago



1908A  
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CHICAGO—Cobb Hall, the first building constructed at the University of Chicago, is pictured in a special historic-preservation card (above) issued by the U.S. Postal Service. The card, which costs 19

cents, honors the university's centennial, which the campus began celebrating last October. As part of the centennial, the university is planning several concerts, museum exhibits, and academic conferences.

The postal card was released to customers last month after a special dedication ceremony at the university.

The Postal Service has issued 12 million of the cards featuring Cobb Hall, which was constructed in 1891 and is now used as a general classroom building.

Pictures of university buildings often appear on stamps and postal cards as part of the Postal Service's continuing historic-preservation series.



## Thousands mourn 2 swimmers killed in crash

SOUTH BEND, IND.—Thousands of students and faculty members packed Sacred Heart Church (above) on the University of Notre Dame campus here to mourn two freshman members of the women's swim team who were killed in a bus crash.

The bus bringing the 32-member team back from a meet skidded off an interstate highway in a snowstorm and overturned. Two

students were killed and 34 people were injured.

Following the accident, Notre Dame canceled all athletic events for two days. The women's swim team resumed its schedule last week with only eight members able to participate. State police and the National Transportation Safety Board are conducting separate investigations into the cause of the crash.



## U. of Florida replaces locks after theft

GAINESVILLE, FLA.—Housing officials at the University of Florida replaced thousands of locks and (above) issued new keys to students living in nine dormitories after a burglar stole a set of master keys last month.

The university spent \$20,000 to change the locks on 2,200 rooms. The burglar, who has not been apprehended, apparently stole

the keys over a weekend when university offices were closed. The master keys were stolen from an unlocked desk drawer, said Joseph Kays, a university spokesman.

Security has been a sensitive issue at the university since August 1990, when five students were murdered in their off-campus apartments.

## PORTRAIT

## Psychologist on the Front Lines Against Abortion



Wanda Franz: "People who are right-to-life in the academic environment get a lot of pressure or even scorn."

By DEBRA E. BLUM

WASHINGTON  
When Wanda Franz returns to the campus at West Virginia University, she usually takes off the pin that she wears when she is here or traveling around the country to speak out against abortion.

The pin, which has a picture of a rose and the word "Life" written in script, is a symbol of the anti-abortion movement, which Mrs. Franz has spearheaded since she became president last summer of the National Right to Life Committee, the nation's largest anti-abortion group.

As an academic who is a prominent activist on a divisive issue, she says she tries to separate her private interests from her teaching and scholarship.

But she adds: "You can't totally separate yourself from your work." Mrs. Franz, a tenured professor of developmental psychology, teaches courses on human development and has done research on the psychological effects of abortion on women. "I won't teach anything that is inconsistent with my beliefs," she says. "But on the other hand, I'm not going to be an advocate of one side of the issue in the classroom."

## 20-Year Involvement

Being an anti-abortion advocate, she says, would probably make any academic "politically incorrect" on most campuses.

"People who are right-to-life in the academic environment get a lot of pressure or even scorn," Mrs. Franz says. "But I try not to let that stop me when it comes to my personal life."

Indeed, Mrs. Franz has been involved in the right-to-life movement for more than 20 years, and had been vice-president of the National Right to Life Committee for seven years before becoming its president.

As president of the group, which has 50 state affiliates and 3,000 local chapters, Mrs. Franz attends news conferences, political gatherings, and rallies, and appears on

television and radio talk shows. She says she has never joined abortion foes whose protests have included blockading the entrances to clinics where abortions are performed. National Right to Life, she says, does not allow its employees or members to participate in such activity because it is illegal.

## Anniversary of Roe v. Wade

Mrs. Franz was particularly busy last month because her group had planned a host of events to commemorate the 19th anniversary of the Supreme Court's decision in *Roe v. Wade*. In that ruling, the Court held that state laws restricting abortion were an unconstitutional invasion of a woman's right to privacy.

Also last month, the Court agreed to hear a case on Pennsylvania's abortion law—a case that could lead to overturning the *Roe* decision.

"It's a very exciting time now," says Mrs. Franz. "The potential for turning *Roe* around—which is our goal—is definitely there."

Only a month into her presidency, Mrs. Franz came under fire after a campus journal published a paper she wrote with a colleague on the effects of abortion on adolescents and on adults. Several West Virginia politicians who support a woman's right to an abortion criticized Mrs. Franz for misrepresenting data to support her position that abortion poses a serious psychological health risk to women.

Mrs. Franz had also been accused of distorting data when she testified at a 1989 Congressional hearing about the effects of abortion on women.

In both instances, Mrs. Franz defended her work and her findings, asserting that her detractors were biased against her because of her personal beliefs.

"People draw the unwarranted conclusion that I would do biased research simply because I'm involved with Right to Life," Mrs. Franz says. "In fact, I take extra pains in my work with regard to anything associated with external

validity because I know I'm held to a higher standard."

Mrs. Franz says the criticism and distrust she has faced in her academic career have made other scholars who take a strong stand on abortion reluctant to do research on the subject. Sadly, she says, that reluctance has left the academic community with too few comprehensive studies on abortion and its effects on women and on society.

Beverly Hummel-Azzaro, director of West Virginia's family-resource division, where Mrs. Franz is a faculty member, says she is confident that Mrs. Franz is able to separate her personal opinions from her teaching and research. But, she adds, the appearance of a conflict of interest leads some people on and off the campus to question Mrs. Franz's motivation.

## 'A Compelling Argument'

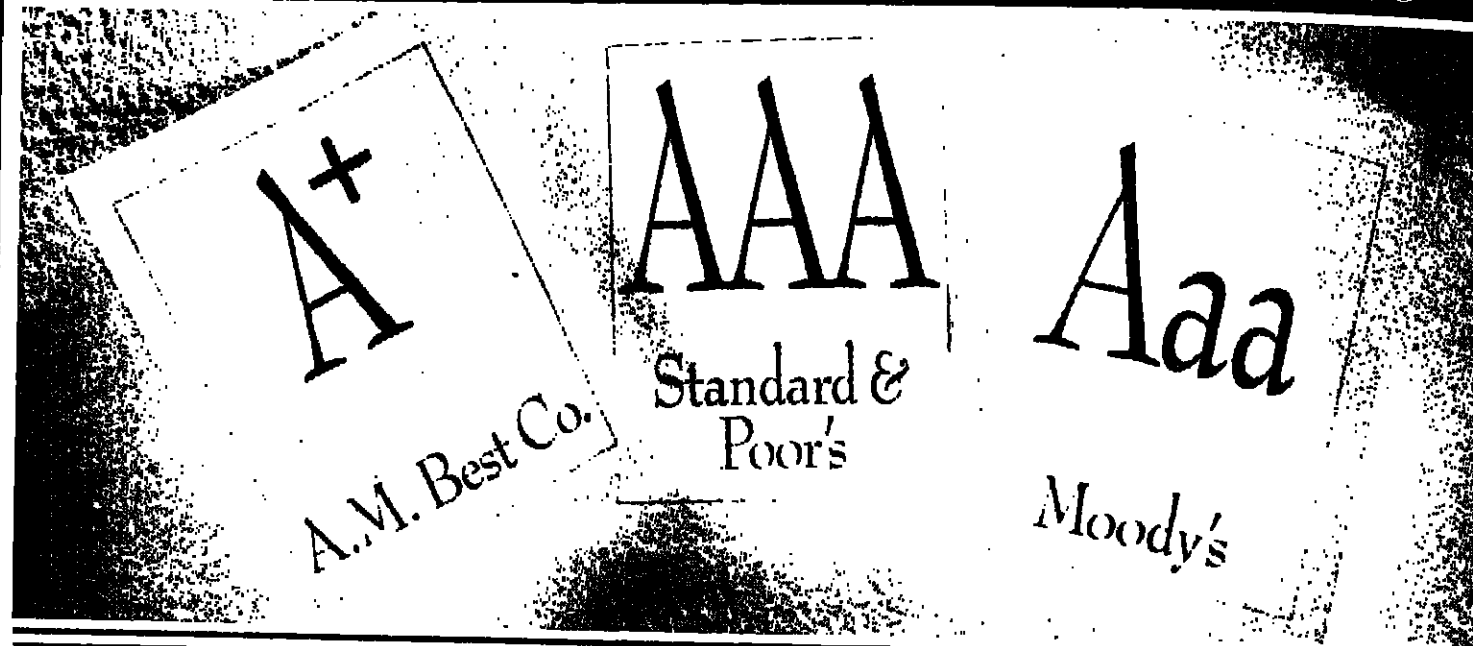
Material in Mrs. Franz's child-development courses, for example, begins with conception—the point at which Mrs. Franz believes life begins.

"I myself would propose that life begins at birth and not conception, and, of course, opinions vary," Ms. Hummel-Azzaro says. "But in this context of human development it's o.k. to talk about conception as the beginning of the development of a fetus. She is not imposing her views on her students by covering that kind of material."

Mrs. Franz's views about abortion are, she says, shaped by science and rooted in the theories of human development that she has studied in her academic career. As an academic, she feels she is an appropriate spokeswoman for a movement that she says is too often unfairly characterized as being full of religious fanatics and other people on the fringes.

"Our opponents will try to say it's purely an emotional or religious issue for us, but that misses the point that you can make a compelling intellectual argument for our position," says Mrs. Franz. "I am an academic, and I am an academic when it comes to abortion, too."

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notes

Fifty years after they first answered a survey on their political attitudes, the "Bennington women" are still liberals.

Indeed, compared with similar women of their generation, those who attended Bennington College in the 1930's and 40's remain more liberal in their political attitudes, and hold them more intensely—despite having been raised in politically conservative families. That's the conclusion of analyses by Duane F. Alvin, a professor of sociology at the University of Michigan; Ronald L. Cohen, a professor of psychology at Bennington College; and the late Theodore M. Newcomb, a social psychologist who started the now-classic study. They studied data collected about the Bennington women in the 1930's and 40's, 1959, and 1984, and compared them with data from a national survey of voters that was conducted in 1984. The results of the research will appear in a book, *Political Attitudes Over the Life Span*, which will be published in March by the University of Wisconsin Press.

The Bennington research is one of more than 200 long-term studies that are described in the *Inventory of Longitudinal Studies in the Social Sciences*, a new reference work compiled and published by the Henry A. Murray Research Center of Radcliffe College. The center holds data on 20 of the studies, including those from Mary Ainsworth's research on how children and mothers bond, which is often cited in debates over child-care programs.

As if Friday the 13th weren't enough to worry about, now a researcher has singled out Saturdays, too.

Eban Goodstein, an assistant professor of economics at Skidmore College, reports that major oil spills are more likely to occur on a Saturday than on any other day of the week. Mr. Goodstein compiled a comprehensive list of major oil spills—those involving at least 10,000 gallons—that occurred from 1962 to 1990. Of 116 spills that resulted from navigating mistakes, 27 occurred on Saturday, more than the 16 or 17 that would be expected by chance.

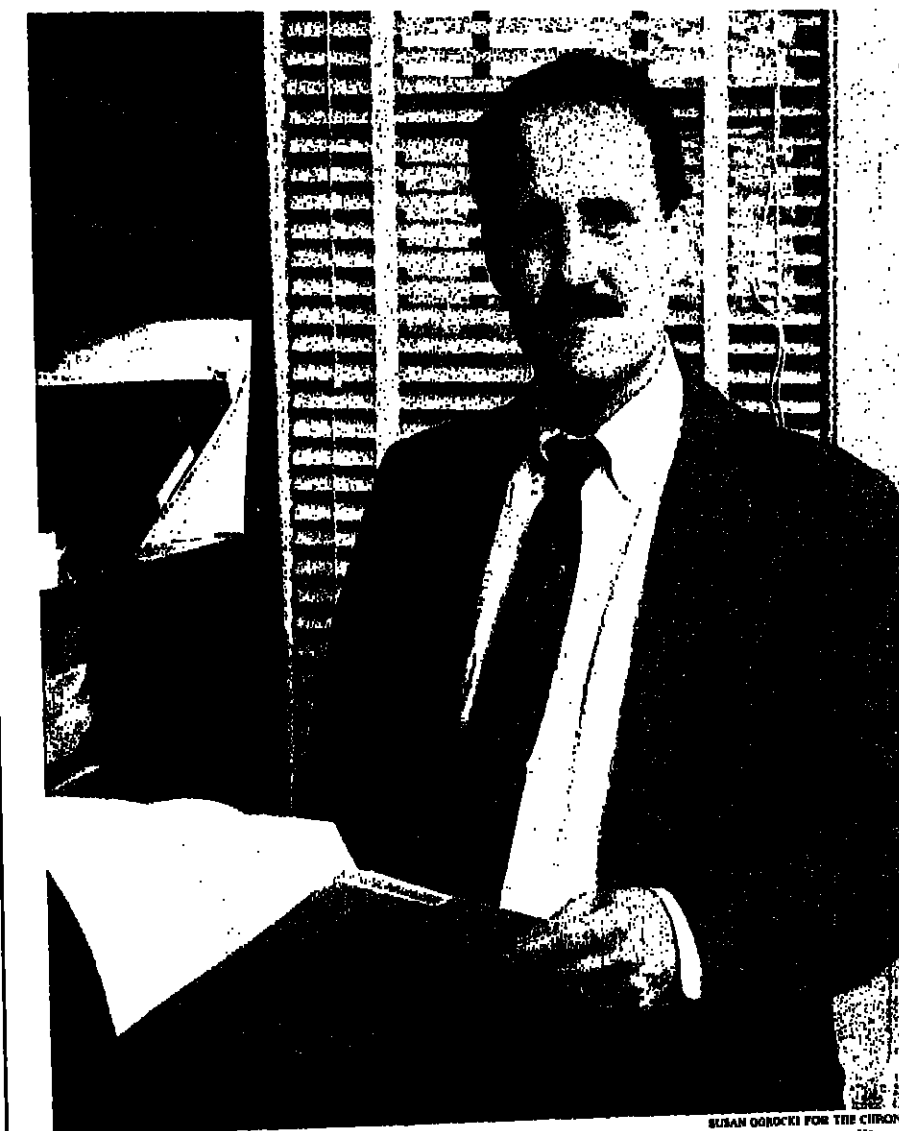
Mr. Goodstein ruled out an increase in tanker traffic on Saturday, but could not rule out other explanations for the "Saturday effect," namely, reduced numbers of workers in harbors on weekends; alcohol abuse; or even a lax "weekend psychology."

In presenting his data at the annual meeting of the American Economic Association, Mr. Goodstein recommended that shippers responsible for Saturday spills face higher insurance rates or that authorities impose taxes on tankers that enter or leave ports on the weekend.

## Scholarship

### Studies Linking Homosexuality to Genes Draw Criticism From Researchers

The conclusions are unfounded and politically dangerous, some say



J. Michael Bailey co-directed a study that suggests a genetic component to sexuality. "I'm a bit dismayed by some of the critical reaction in the gay community that I get."

By DAVID L. WHEELER

Widely reported research that appears to show a biological basis for homosexuality is facing sharp criticism from researchers in many disciplines, who say the theories are unfounded and politically dangerous.

Two studies published in the last six months, one of the twin brothers of gay men and the other of the brains of gay men, have rekindled a century-old debate about what causes homosexuality. This time, though, the debate has a different twist.

Those who now advocate a biological basis for homosexuality are not psychiatrists seeking to "cure" homosexuality but are often gay themselves. They believe the view that homosexuality is inborn will further the cause of gay rights by alleviating heterosexual fears.

#### 'People Feel Reassured'

"Many uninformed people think the world is turning 'queer,'" says Frederick L. Whitam, a professor of sociology at Arizona State University who has studied homosexuality and the attitudes toward it. "They've seen Donahue. They've seen Winfrey. They've seen all these homosexuals and transvestites on television."

"People feel reassured that the world is not turning homosexual when they hear that homosexuality is biologically determined."

Richard C. Pillard, a professor of psychiatry at Boston University's medical school, and J. Michael Bailey, an assistant professor of psychology at Northwestern University, who reported in the December issue of the *Archives of General Psychiatry*

Continued on Following Page

### U.S. Vastly Overstates Deficit in World Trade, Researchers Charge

By CHRIS RAYMOND

WASHINGTON

Because they do not take into account profound changes in the global economy, official government figures overstate the U.S. trade deficit—perhaps by more than twice the actual amount, a panel of economists and statisticians has concluded.

In a report, "Behind the Numbers: U.S. Trade in the World Economy," the panel says that its finding calls into question America's reported lack of competitiveness in the world economy. The panel conducted its study for the National Research Council, the research arm of the National Academy of Sciences, and released its report at a press conference here last week.

According to the report, in 1987, the most recent year for which complete data are available, the actual trade deficit was \$64-billion, not the \$148-billion recorded under current government accounting procedures. The trade deficit is the amount by which America's imports of goods and services exceeds its exports.

"One of the most controversial economic

Continued on Following Page



Robert E. Baldwin of the U. of Wisconsin at Madison: "The trade deficit alone does not show who is getting the jobs, or the profits, or other things we need to know."



## Economists Contend U.S. Trade Deficit Is Half as Big as Government Says

Continued From Preceding Page  
ic issues of all is the trade deficit," said the panel's chairman, Robert E. Baldwin, a professor of economics at the University of Wisconsin at Madison.

He added that "given the extraordinary changes that have occurred in the world economy, we think using the trade balance as the main measuring stick for U.S. trade performance has become misleading."

### 'Emerging Economic Order'

In fact, he said, the panel's research led it to conclude that America may be competing more vigorously in the world economy than current statistics suggest.

Under the accounting procedures now in use, economists in the statistical agencies of the Commerce Department determine the trade balance by measuring the flow of goods and services across national borders. When the research council's panel first convened, it intended simply to assess the accuracy of those measures, responding in part to an effort by Michael J. Boskin, head of the President's Council of Economic Advisors, to improve the government's economic statistics.

In fact, the committee did uncover problems with the figures for merchandise trade. For example, audits of goods being sent overseas from U.S. airports found that their value had been understated by 3 to

7 per cent. Goods leaving the country receive less scrutiny than do imports, and exporters often shave the goods' values to cut freight costs and duties at the destination country, the report says.

Beyond the inaccuracies, the committee found that the trade statistics also did not reflect the nature of what the council's study director, Anne Y. Kester, called "an emerging international economic order." Ms. Kester is on leave from the Government Accounting Office to direct the study.

For example, the statistics provide little information about trans-

**"We think using the trade balance as the main measuring stick for U.S. trade performance has become misleading."**

actions between companies and their foreign subsidiaries, which have increased over the past 10 years. Lacking data on such flows of capital, policy makers cannot assess the impact on the American economy of foreign direct investment in American companies, the report concludes.

In addition, the report says, the current system of counting only ex-

ports and imports across borders makes it difficult to determine the number of American jobs created by foreign companies in the United States, or lost because an American company carries out some of its business overseas.

### New Framework Suggested

Based on its research, the committee recommends that the government develop a supplemental framework for measuring America's international performance. The framework would categorize transactions by the nationality of a company's majority owners, not by the country in which the company is located.

Using that new framework, the report's authors estimate that, in 1987, there were \$1,303-trillion in U.S. purchases from foreign companies and \$1,239-trillion in U.S. sales to such companies—a trade deficit of \$64-billion. In contrast, the standard figures for the 1987 American trade balance compared \$484-billion in imports of goods and services with \$336-billion in exports—a deficit of \$148-billion.

"It's like evaluating a baseball player solely by his home-run total; it doesn't tell the whole story," Mr. Baldwin said in referring to the current statistics. "The trade deficit alone does not show who is getting the jobs, or the profits, or other things we need to know."

The report, "Behind the Numbers: U.S. Trade in the World's Economy," is available for \$29.95, plus \$3 for shipping, from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418.

## Studies Tying Homosexuality to Genes Draw Criticism From Researchers

Continued From Preceding Page  
that their study of twins suggested a genetic component to sexuality, followed their report with an op-ed article in *The New York Times*. "Science is rapidly converging on the conclusion that sexual orientation is innate," the researchers wrote. Dr. Pillard says he is gay and Mr. Bailey says he is heterosexual but is a strong gay-rights advocate.

A biological explanation of homosexuality, wrote the researchers, was good news for homosexuals because it would disprove homophobic claims that homosexuals can recruit heterosexuals and cause homosexuality to spread.

The two researchers found in their study that 52 per cent of the identical twins of homosexual men were also homosexual, compared with only 22 per cent of fraternal twins and 11 per cent of adopted brothers. The study's results, they say, strongly suggest that homosexuality has a genetic component.

### 'It Is Inconclusive'

That study and others like it do not support such a conclusion, say critics of the genetic theory.

William Byne, a resident in psychiatry at Columbia University's College of Physicians and Surgeons, says advocates of biologically deterministic theories for homosexuality often cite "a large body of circumstantial evidence."

"But if you look at any one piece

of that evidence," says Dr. Byne who has written a review of the subject, "it is inconclusive. It's like trying to add up a hundred roses so you can get one."

Other critics say that advances have become so muddled with research in the debate over homosexuality that the controversy has the realm of science.

**Debate 'About the Body Politic'**

"This is not a debate about biology," says Anne Fausto-Sterling, a professor of medical sciences at Brown University, "but about body politic."

Those on the political left criticize the advocates of biological theories of homosexuality for promoting the conservative idea that gender roles are fixed. From the political right, advocates say they are attacked for suggesting that natural and sinful behavior is of nature, instead of an aberration that results from choice or selection. "I think the bulk of homosexuality stems from the same area as the bulk of drug abuse," says Paul Cameron, a private psychologist in Woodbridge, Va. "Someone who likes to use drugs teaches someone else how to use drugs. Very often that teacher is an older person."

Feminist biologists and others believe that trying to place responsibility for homosexuality on genes is similar to saying that women are born to nurture their

### Scholarship

and raise children. "As women claim their rights in society and gender boundaries begin to shift, both women and homosexuals are getting more and more of a hostile reaction," says John P. De Cecco, a professor of psychology and human sexuality at San Francisco State University and the editor of the *Journal of Homosexuality*.

Responds Dr. Pillard, one of the authors of the study of twins: "Finding a genetic influence for homosexuality doesn't mean we're doomed to do certain things. Men can still raise kids and women can lead corporations."

Mr. De Cecco, who is planning a double issue of the *Journal of Homosexuality* in which the "determinants" and their critics will battle it out, says that asserting a genetic influence for homosexuality will not protect gay rights.

"The skinheads who beat up gay men and lesbians in San Francisco could care less if it's genetic," Mr. De Cecco says.

Critics like Mr. De Cecco also point out the often dark history of biological determinism. John D'Emilio, an associate professor of history at the University of North

**"People feel reassured that the world is not turning homosexual when they hear that homosexuality is biologically determined."**

Carolina at Greensboro and a historian of sexuality, says that German homosexuals seeking their government's acceptance in the 1930's advocated biological explanations of their sexual orientation. But those explanations turned against homosexuals when the Nazis rose to power and sought to eliminate those they viewed as congenitally defective.

### Studies Focus on Men

Today, Mr. D'Emilio says, biological explanations for sexual preferences are again coming from homosexuals because "gay identity is presented as so powerful and so central that it must have been there from birth."

Mr. D'Emilio and others say that the experience of male and female homosexuals may differ. (Most studies of the biology of homosexuality have concentrated on men, although some researchers are extending their studies to homosexual women.)

"Virtually every self-identified gay man I've ever met has been convinced that his sexuality is a biological given," Lindsey Van Gelder, a contributing editor to *Ms.* magazine, wrote last June. "But lesbians are a mixed bag."

Critics of biological theories say the numerous attempts at "curing" homosexuality have all been based on unfounded theories of its cause. Until 1974, Mr. De Cecco says, East German scientists tried to change the sexual preferences of homosexuals with brain surgery.

Other biological theories, he says, might encourage parents and ill-informed doctors to try to detect homosexuality *in utero* or to con-

duct cures for young boys or girls who have behavior not considered appropriate for their sex.

Those who suggest a genetic component for homosexuality are taken aback by such responses to their conclusions.

"I'm a little bit dismayed by some of the critical reaction in the gay community that I get," says Mr. Bailey, the co-author of the twins study.

Some homosexual men and women, Mr. Bailey says, "are wringing their hands about abuses that could happen years from now" instead of fighting the political enemies they already have.

The controversy is not likely to abate, with more research on the genetics of homosexuality on the way. Dean Hamer, chief of the sec-

tion of gene structure and regulation at the National Cancer Institute, says he found the results of Mr. Bailey and Dr. Pillard's twins study so compelling that he is starting an actual search for the gene or genes that may cause homosexuality.

### 'Very Early in Life'

At Arizona State, Mr. Whitam says a twins study that he recently concluded but has not yet published came up with results similar to those of Mr. Bailey and Dr. Pillard.

Studies that Mr. Whitam has already published examine homosexuality in Brazil, Guatemala, Indonesia, Peru, the Philippines, and Thailand. Those studies, Mr. Whitam says, support the idea that

some sex-role behavior and sexual orientation are biologically determined. Mr. Whitam says he believes that homosexuality is found in all societies and that male homosexuality occurs at the same low rate—about 4 per cent—in many countries.

"These behaviors are occurring very early in life," he says, "and the same continuum appears in all societies regardless of whether they are tolerant or intolerant societies. You have to stretch a long way to explain how people in all societies could learn these same behaviors."

Others say they have taken a look at all of the attempts at explaining sexual preferences and found them wanting.

"The individual always seems to

be passive in these theories," says Columbia's Dr. Byne. "Sexual preference is thrust upon him by the environment or his genetic constitution. I'd like to see a little more emphasis on the interaction of individuals and the environment."

Mr. D'Emilio says genetic theories offer a simple answer to a complex question. "There's a tremendous amount of evidence in history and cross-cultural studies to suggest that human sexual behavior and desire are enormously malleable, not just from culture to culture or from time period to time period, but in an individual's life," he says. "I'm not willing to say that there isn't a biological component, but there's too much else we haven't explored."

## RESEARCH NOTES

- Ads linked to publications' coverage of cigarette hazards
- 2 astronomers obtain first direct evidence of aging in a star
- Anti-discrimination laws found key to rise in wages for blacks

Magazines that carry a lot of cigarette advertising are less likely than others to publish articles about the hazards of smoking, researchers say.

Kenneth E. Warner, a professor of public health policy and administration at the University of Michigan, and colleagues there performed a statistical analysis of 99 U.S. magazines published over two periods—from 1959 to 1969 and from 1973 to 1986. In the January 30 issue of *The New England Journal of Medicine*, the researchers report that magazines that did not carry cigarette advertising were more than 40 per cent more likely to publish articles on the hazards of smoking than those with such advertisements.

The difference in coverage was even stronger when the researchers examined magazines aimed chiefly at women. Such magazines without cigarette advertising were 2.3 times as likely to cover the risks of smoking as those that carried it.

The difference in coverage was also more striking in the 1970's and 80's, the researchers said. (A ban on broadcast advertising of cigarettes went into effect in 1971.)

The researchers say they were able to rule out other circumstances, such as whether or not a magazine typically covered health issues, that might influence whether or not a magazine published articles about smoking.

The researchers say their statistical analysis cannot prove

that magazines carrying large amounts of cigarette advertising are reluctant to cover the dangers of smoking. But they say that their analysis provides strong evidence for that hypothesis, and that any alternative explanations are not supported by their data.

"The implications for the integrity of journalism are obvious," they write. "If the media bombard the public with frightening stories about health risks, ranging from toxic dumps to the use of Alar on apples, and fail to accord smoking its proper position in the constellation of risks, the public will confuse the important with the trivial."

—DAVID L. WHEELER

Two astronomers say they have obtained the first direct evidence of aging in a star. Modern astronomers have been unable to observe major changes in the evolution of individual stars, with the exception of supernovae and variable stars, because of the long time scales—hundreds of thousands of years or more—over which most stellar changes take place. Fossil records on Earth, for example,

show that the sun has not changed its brightness by more than 1 per cent in the past several hundred million years.

But in the January 30 issue of *Nature*, Mart J. H. de Groot of the Armagh Observatory in Northern Ireland and Henny J. G. L. M. Lamers of the Astronomical Institute in Utrecht, the Netherlands, report evidence of rapid evolution in a giant star known as Cygni.

By analyzing records of the brightness of the star since the beginning of the 18th century, the two astronomers determined that Cygni had steadily increased its apparent luminosity by an average of 6 per cent each century since 1700.

In an editorial in the same issue of the journal, Achim Weiss, an astronomer at the Max Planck Institute for Astrophysics in Garching, Germany, writes that Cygni, which can be seen with the naked eye, has an absolute luminosity that is more than 100,000 times as bright as the sun.

He adds that the two astronomers were able to show, from the color of the light emanating from Cygni, that "the star is in a phase of rapid transition, which

lasts only several hundred years." This transition, he writes, has taken the star from the "main-sequence stage," in which stars spend most of their lives, to a red supergiant.

The two astronomers say that the rate of evolution of the star, calculated from the changes in its brightness, is about twice as fast as theoretical models predict. However, they say the difference may be due to uncertainties about the star's mass or to inaccurate assumptions in formulating the models.

—KIM A. McDONALD

Federal anti-discrimination laws, rather than economic changes, played the largest role in improving the economic standing of blacks from 1965 to 1975, conclude two scholars in the current (December) issue of the *Journal of Economic Literature*.

John H. Donohue, Jr., and James Heckman argue that increases in the demand for black workers and in the wages paid to those with high-school educations are the best way to explain the improved economic standing of blacks in that 10-year period.

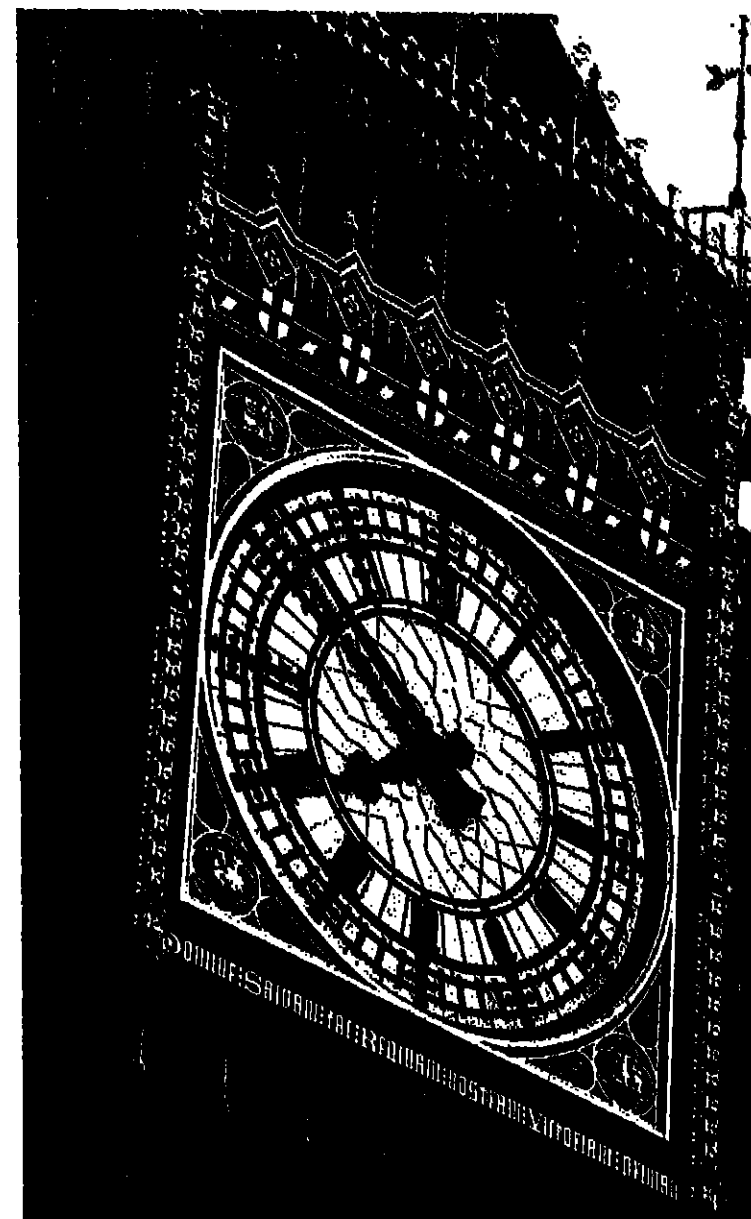
What prompted the changes in demand and wages was the pressure supplied by federal anti-discrimination efforts, the scholars say.

Mr. Donohue, a professor at Northwestern University's law school, and Mr. Heckman, a professor of economics at the University of Chicago, note that some economists have argued that the gains in earnings made by blacks from the late 1960's to the early 70's occurred for the same reasons as did earlier ones: changes in the characteristics of black workers. Those included migration to the North and improvements in the amount and quality of education for blacks.

Mr. Donohue and Mr. Heckman disagree with that argument. First, they say, blacks' migration to the North had slowed to a trickle by 1965 and could no longer account for the general increase in wages of black Americans. Second, any benefits of better schooling for blacks arising from desegregation could only have shown up in the early 1980's, they say, since such laws began to be fully applied in the South only in the early 1970's.

The authors argue that the government's intensive effort to dismantle Southern segregation in schools, jobs, and accommodations provided those Southern employers who were eager to cut overall labor costs with the "proper excuse" to hire blacks in spite of community opposition to the idea.

—CHRIS RAYMOND



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## NEW SCHOLARLY BOOKS

Compiled by NINA C. AYCOB  
The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

## ANTHROPOLOGY

**Nomad: A Year in the Life of a Qashqar'i**

**Tribesman in Iran**, by Luis Beck (University of California Press; 221 pages; \$30). Describes a concept of social hierarchy that defines both personal and community rank in a small New Zealand farming community; includes comparative data on definitions of wealth and respectability in a California setting.

**Waging the Land: Ritual, Capital, and Environmental Degradation in the Cordillera of Northern Luzon, 1900-1988**, by Martin W. Lewis (University of California Press; 292 pages; \$40). Shows how the dramatic expansion of commercial agriculture in a Philippine highland region reinforced the religious practice of lavishly feasting as a means of placating ancestors and promoting good luck for farmers.

## ART AND ARCHITECTURE

**The Magistral Gaze: Manifest Destiny and American Landscape Painting (ca. 1830-1885)**, by Albert Bulme (Smithsonian Institution Press; 300 pages; \$24.95). Links works by Albert Bierstadt, Thomas Cole, and other American painters to the political and social tenets of the expansionist ideology of Manifest Destiny.

## CLASSICAL STUDIES

**Allegorical Readers and Cultural Revision in Ancient Alexandria**, by David Dawson (University of California Press; 332 pages; \$45). Describes how some ancient pagan, Jewish, and Christian writers used allegory to endorse, revise, and subvert competing Christian and pagan perspectives on the work of Clement, Philo, and Valentinus.

## COMMUNICATIONS

**Advertising International: The Globalization of Consumer Culture**, by Armand Mattelart, translated by Michael Chanan (Routledge; 208 pages; \$49.95). Topics include advertising companies' diversification into such areas as public relations and television production.

## Addresses of Publishers

**Harvard U. Press**, 79 Garden Street, Cambridge, Mass. 02138  
**Humanities Press International**, Atlantic Highlands, N.J. 07716  
**Indiana U. Press**, 1010 and Morton Streets, Bloomington, Ind. 47405  
**Johns Hopkins U. Press**, 701 West 40th Street, Suite 275, Baltimore 21211  
**MIT Press**, 55 Hayward Street, Cambridge, Mass. 02142  
**Routledge**, 20 West 35th Street, New York 10001  
**Rutgers U. Press**, 109 Church Street, New Brunswick, N.J. 08901  
**St. Martin's Press**, 175 Fifth Avenue, New York 10010  
**Smithsonian Institution Press**, 470 L'Enfant Plaza, Washington 20560  
**U. of California Press**, 2120 Berkeley Way, Berkeley, Cal. 94720  
**U. of Chicago Press**, 5801 South Ellis Avenue, Chicago 60637  
**U. of Michigan Press**, P.O. Box 1104, Ann Arbor, Mich. 48106  
**U. of New Mexico Press**, Albuquerque, N.M. 87131  
**U. of North Carolina Press**, Box 2288, Chapel Hill, N.C. 27515  
**U. of Notre Dame Press**, Notre Dame, Ind. 46556  
**U. of Pennsylvania Press**, Blockley Hall, 418 Service Drive, Philadelphia 19104  
**U. of South Carolina Press**, Columbia, S.C. 29208  
**U. of Tennessee Press**, Knoxville, Tenn. 37995  
**U. of Wisconsin Press**, 114 North Murray Street, Madison, Wis. 53715  
**U. Press of Colorado**, P.O. Box 849, Niwot, Colo. 80544  
**U. Press of New England**, 17½ Lebanon Street, Hanover, N.H. 03755  
**Wayne State U. Press**, Leonard N. Simons Building, 5959 Woodward Avenue, Detroit 48202  
**Wilfrid Laurier U. Press**, Waterloo, Ontario N2L 3C5

**tion of Consumer Culture**, by Armand Mattelart, translated by Michael Chanan (Routledge; 208 pages; \$49.95). Topics include advertising companies' diversification into such areas as public relations and television production.

## ECONOMICS

**Budget Deficits and Economic Activity in Asia**, by Kaifuai L. Gupta (Routledge; 224 pages; \$74.50). Considers how budget deficits affect inflation, interest rates, and money supply in 10 Asian countries.

## ECOLOGY

**The Balance of Nature? Ecological Issues in the Conservation of Species and Ecosystems**, by David M. Levy (Routledge; 304 pages; \$49.95). Examines how people talk about their everyday economic activities, and how they talk about their actions.

## FELLOWSHIPS, PRIZES



## Travel Grants: Forest History Society

The Forest History Society sponsors Alfred D. Bell, Jr. travel grants of up to \$750 for those wishing to study at the Society's library and archives. The Society is affiliated with Duke University and publishes *Forest & Conservation History*.

For additional information and application requirements, contact:  
Forest History Society, 701 Vickers Avenue  
Durham, North Carolina 27701, Tel. 919/682-9319

## Abmanson &amp; Gentry Postdoctoral Resident Fellowships

The UCLA Center for 17th- and 18th-Century Studies and the William Andrew Clark Memorial Library announce the creation of a theme-based fellowship program. Awards will be made for participation in the Center's cross-disciplinary, comparative research projects. The theme for academic year 1991-92 is:

## Constructing the Body in the 17th &amp; 18th Centuries

Topics: Politics and the Body; Representing the Body; Science and the Body; Performing the Body.

Eligible scholars who received their Ph.D. in the last 6 years and are engaged in research pertaining to the above topics. A minimum of 2 and a maximum of 3 academic quarters, in residence at UCLA and the Clark Library. Stipend: \$9,000 per academic quarter.

Correspondence for 1991-92: 17th-Century Studies, 1100 Glendon, Ste. 1544, Los Angeles, Cal. 90024. Phone: 310-206-6355. Fax: 310-206-8177. Applications deadline: 15 MARCH 1992.

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## LINGUISTICS

**Functional Categories and Parametric Variation**, by Jamal Tuhalla (Routledge; 251 pages; \$60.95).

**Images of English: A Cultural History of the Language**, by Richard W. Bailey (University of Michigan Press; 344 pages; \$27.95). Traces changes in English-speakers' attitudes toward their language.

## LITERATURE

**The Aesthetics of Loss and Lossiness**, by Angela Moorjani (St. Martin's Press; 259 pages; \$45). Explores such topics as aesthetics of loss in the literary and visual arts; writers and artists discussed include Beckett, Hilda Doolittle, Paul Klee, Kathie Kollwitz, and Frost.

**A Blessed Rage for Order: Deconstruction, Evolution, and Chaos**, by Alexander J. Arzyos (University of Michigan Press; 376 pages; \$39.50). Draws on scientific concepts from chaos and evolutionary theory to challenge deconstructionist views of the relationship between nature and human culture.

Continued on Following Page

**Failings**, by Pauline Mazumbar (Routledge; 224 pages; \$74.50). Draws on newly available archival material in a history of the British eugenics movement.

**Physlets and Politics in Revolutionary Russia**, by Paul Josephson (University of California Press; 442 pages; \$39.95). Focuses on Leninist in a study of the impact of scientific, cultural, and political revolution on the work and professional aspirations of Russian physicists.

## LAW

**"Beyond Reasonable Doubt" and "Probable Cause": Historical Perspectives on the Anglo-American Law of Evidence**, by Barbara J. Shapiro (University of California Press; 380 pages; \$42.50). Traces the two legal concepts' origins in Roman canon law and the law and culture of early modern England.

**Deciding to Decide: Agenda Setting in the United States Supreme Court**, by H.W. Perry, Jr. (Harvard University Press; 320 pages; \$39.50). Examines how the Court decides which cases to hear among the nearly 5,000 submitted for its consideration each year; draws on interviews with five justices, 64 former Supreme Court law clerks, and others in the federal legal community.

**Social Housekeepers: Women Shaping Public Policy in New Mexico, 1820-1890**, by Sandra Schackel (University of New Mexico Press; 224 pages; \$29.95). Describes women's efforts to reform public-health policies and other areas of the state's welfare system.

**The Trial of Madame Caillaux**, by Edward Herenson (University of California Press; 308 pages; \$25). An account of the July 1914 trial of a French cabinet minister's wife who shot and killed the editor of the newspaper *Le Figaro*, Gaston Calmette, initiator of a campaign against her husband.

**Wilmington: Port of North Carolina**, by Alan D. Watson (University of South Carolina Press; 223 pages; \$29.95). Considers strategic, economic, and other factors that shaped the river port's development as an important center for maritime trade.

**Women in the Charitable Movement**, by Jutta Schwarzkopf (St. Martin's Press; 345 pages; \$49.95). Discusses female support for charity, a British working-class reform movement that was active from 1838 to 1848.

## HISTORY OF SCIENCE

**Eugenics, Human Genetics, and Human**

**19th-century American Inventor and Industrialist**, by Stuart L. Pimm (University of Chicago Press; 244 pages; \$62.50). Argues that the inventor's life has failed to address some of the basic questions concerning the economic, political, and social dimensions of his work.

**Peasant and the Social Construction of State**, by Peter Figueroa (Routledge; 224 pages; \$74.50). A critique of the 1985 report and other recent writings on peasant education in Britain.

**The Politics of State Expansion: War, State, and Society in Twentieth-Century Britain**, by James Cronin (Routledge; 368 pages; \$49.95). Links Britain's experiences in two World Wars to the expansion of British government involvement in people's everyday lives.

**Salt and Civilization**, by S. A. M. Adshad (St. Martin's Press; 429 pages; \$39.95). Examines the production, distribution, and taxation of salt as a leading factor in the development of states and societies; places discussed include China, France, India, Venice, and the Ottoman Empire.

**School, State, and Society: The Growth of Elementary Schooling in Nineteenth-Century France—A Quantitative Analysis**, by Raymond Grew and Patrick J. Harrigan (University of Michigan Press; 336 pages; \$39.50). Draws on statistical data gathered since the 1830's.

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## Personal & Professional

### Scientists Find That Moving a Laboratory May Be as Expensive as It Is Tricky

Many researchers relocate at least once in their careers; it's a 'pain,' says one

By DEBRA E. BLUM

When Josef Michl moved his chemistry laboratory last year from one university to another, he had to make sure that \$3,000 handmade quartz bottles that store liquid gases were packed as delicately as eggs. He also had to make sure that the organic chemicals synthesized by his research team were transported at the proper temperature, and that his 14-foot-tall spectrometer would fit into his new lab space.

"I can look back at all the stories of the move now with humor, but I can still say in four words what moving is like," says Mr. Michl. "It is a pain."

In 1986 he moved his laboratory from the University of Utah to the University of Texas at Austin, and last year he moved again to the University of Colorado at Boulder.

#### An Array of Difficulties

Mr. Michl and other research scientists say they face an array of difficulties and details when they leave one university for another, bringing much of their research effort along with them. But because universities are constantly snapping up faculty members from each other, and because some universities make them offers they can't refuse, it isn't unusual for scientists to make at least one move during their academic careers.

Installing scientists can be extremely expensive. So-called start-up packages offered to new scientists as well as to senior scholars moving to a new institution usually include money to buy equipment, renovate laboratories, and begin research. After the university's initial layout, however, professors are expected to support their own research with grant money.

Professors who move from one campus to another usually take with them a variety of pieces of sensitive scientific equipment, samples from experiments, computers,

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Josef Michl, shown in his chemistry laboratory at the U. of Colorado, transported some research samples from Texas in picnic boxes filled with dry ice.

### Administrators' Median Salaries Up 2.6%, Trailing Inflation

Continued From Page A1

tions fared the best; their median salaries rose 3 per cent. Median salaries of administrators at doctoral institutions increased 2.3 per cent; at comprehensive colleges, 1.6 per cent.

The association's survey, which has been conducted annually since 1977-78, tracks median salaries for 167 administrative positions. The percentages it reports are the average increases in the median—or the middle value—in a group of salaries.

#### Increases Depend on the Job

The increase that administrators received in their paychecks often depended on the type of job they held. Median salaries for administrators in academic and external-affairs positions increased by just over 3 per cent in 1991-92, while salaries for their counterparts in executive, stu-

dent-services, and other posts rose 2.2 to 2.4 per cent.

Median salaries for administrators at all institutions in 1991-92 ranged from \$21,889 for admissions counselors to \$173,287 for deans of medical schools. (Last year's survey put the median salaries for those two positions at \$21,523 and \$160,172, respectively.)

In this year's survey, a seventh adminis-

"I don't see any encouraging indicators that the situation is going to improve in the coming year. If I had a crystal ball, I would anticipate that increases will be even lower."

trative category was added to the list of positions with median salaries over \$100,000. The newcomer was the chief health professions officer, the senior administrator responsible for an institution's hospitals, clinics, and health-related departments. The job had a median salary of all institutions of \$105,000 this year, compared with \$89,444 in 1990-91.

#### Six Categories Above \$100,000

Six other administrative categories already had median salaries in excess of \$100,000. They are the deans of medicine, law, dentistry, public health, and veterinary science, and the administrators of hospital medical centers.

While the salaries of a few top administrative jobs rose significantly, such as the chief health-professions officer, most in-

Continued on Page A17

### FACT FILE: Median Salaries of College and University Administrators, 1991-92

Executive	All Institutions	Doctoral	Comprehensive	Research	2-year	Administrative, continued	All Institutions	Doctoral	Comprehensive	Research	2-year
Chief executive of a system	\$99,452	\$150,000	\$110,680	\$86,881	\$89,689	Director, administrative computer center	\$47,230	\$67,830	\$49,500	\$38,580	\$43,457
Assistant to chief executive of a system	62,676	76,392	—	—	50,170	Associate director, administrative computer center	41,861	58,200	43,500	29,000	37,172
Chief executive of a single institution	95,500	133,775	101,308	93,500	80,400	Chief physical-plant officer	49,410	72,883	53,840	41,292	41,740
Assistant to chief executive of a single institution	46,723	62,400	51,308	40,000	40,954	Associate director, physical plant	41,262	56,004	42,024	32,010	34,800
Executive vice-president	75,743	115,000	75,000	63,097	68,537	Manager, landscape and grounds	31,723	38,690	30,944	26,800	27,162
Academic	All Institutions	Doctoral	Comprehensive	Research	2-year	Manager, building maintenance trades	35,097	43,264	34,279	30,163	31,483
Chief academic officer	\$72,676	\$113,300	\$84,500	\$65,280	\$61,083	Manager, technical trades	37,588	43,189	35,544	30,000	32,890
Chief health-professions officer	105,000	163,611	—	—	—	Manager, custodial services	30,120	37,380	30,337	24,845	27,290
Director, library services	47,084	80,000	57,000	39,000	41,322	Manager, power plant	39,460	44,083	36,764	37,828	—
Circulation librarian	29,165	35,038	30,614	23,250	31,836	Comptroller	50,000	72,200	52,379	42,500	43,374
Acquisitions librarian	33,611	40,035	33,241	28,125	33,600	Manager, payroll	30,531	40,000	29,744	24,000	28,616
Technical-services librarian	33,817	50,645	36,457	27,800	33,451	Director, accounting	41,508	53,450	41,400	32,240	35,244
Public-services librarian	36,000	50,236	36,298	28,403	37,552	Staff accountant, highest level	30,000	32,330	31,092	25,090	29,532
Reference librarian	31,328	39,950	31,615	27,675	34,124	Staff accountant, lowest level	24,228	24,652	25,525	21,325	24,460
Director, institutional research	48,980	59,750	50,124	38,485	45,072	Bursar	36,630	48,420	36,369	28,603	33,232
Associate director, institutional research	38,474	42,603	36,750	27,150	35,185	Associate bursar	30,213	35,941	30,394	19,000	—
Director, educational-media services	35,931	50,736	37,030	28,845	37,131	Director, purchasing	38,976	53,000	38,780	30,089	33,415
Director, learning-resources center	38,742	49,074	37,738	30,089	42,963	Associate director, purchasing	36,000	44,404	30,800	23,600	27,790
Director, international studies	47,947	54,636	47,038	38,000	—	Director, bookstore	29,088	47,415	35,338	24,150	25,225
Director, academic computer center	47,800	72,000	48,850	38,620	41,000	Associate director, bookstore	25,750	33,434	24,403	20,280	27,025
Associate director, academic computer center	42,809	54,770	43,308	28,500	—	Director, internal audit	47,708	56,148	41,153	41,600	35,010
Administrator, grants and contracts	47,874	62,498	45,093	34,109	41,033	Director, auxiliary services	51,180	63,090	50,477	37,715	43,068
Dean, architecture	90,441	93,300	—	—	—	Manager, mail services	23,213	30,076	23,500	17,992	22,040
Dean, agriculture	90,168	104,220	70,250	—	—	Director, campus security	37,382	53,529	38,560	29,000	31,858
Dean, arts and letters	61,944	93,672	69,400	54,104	51,330	Director, risk management and insurance	51,266	64,727	44,150	—	—
Dean, arts and sciences	72,363	96,696	72,900	58,888	52,182	Administrator, hospital medical center	136,667	147,224	—	—	—
Dean, business	71,658	108,333	77,509	54,919	49,957	External affairs	All Institutions	Doctoral	Comprehensive	Research	2-year
Dean, communications	56,127	93,350	—	37,008	47,666	Chief development officer	\$84,000	\$89,310	\$70,284	\$80,154	\$48,298
Dean, continuing education	54,471	80,128	59,800	43,900	49,490	Director, annual giving	36,130	42,285	35,517	32,822	36,343
Dean, dentistry	120,000	124,074	70,013	46,880	48,825	Director, corporate and foundation relations	43,343	51,494	42,000	39,700	40,090
Dean, education	70,000	89,362	—	—	—	Coordinator, resource development	30,726	37,613	30,000	26,993	36,000
Dean, engineering	90,400	100,668	84,800	—	54,050	Director, estate planning	48,900	60,000	48,150	41,458	—
Dean, extension	62,899	89,100	—	55,031	—	Chief public-relations officer	43,048	70,422	46,820	36,943	36,600
Dean, fine arts	65,050	88,511	69,227	40,010	46,288	Director, governmental relations	66,840	67,500	61,125	—	—
Dean, graduate programs	70,784	89,100	64,500	49,908	—	Chief development and public-relations officer	71,000	100,000	72,677	52,198	44,898
Dean, health-related professions	65,000	89,318	71,466	51,909	49,617	Director, alumni affairs	36,490	54,000	38,192	31,049	28,680
Dean, home economics	82,000	90,000	—	—	—	Director, development and alumni affairs	45,000	67,930	47,500	42,000	36,963
Dean, humanities	50,992	93,002	65,000	43,200	52,376	Director, special and deferred gifts	45,866	68,176	48,000	43,059	—
Dean, instruction	57,854	—	—	—	58,820	Director, church relations	36,000	—	32,010	37,480	—
Dean, law	124,965	129,972	122,000	—	—	Director, community services	42,761	46,800	40,291	36,084	43,104
Dean, library and information sciences	69,607	85,238	64,547	—	52,381	Director, publications	36,915	46,000	37,031	30,200	38,000
Dean, mathematics	51,453	—	54,583	39,015	51,463	Associate director, publications	29,000	34,409	29,332	24,305	—
Dean, medicine	173,287	184,250	—	—	—	Manager, printing services	30,990	40,571	30,886	23,900	28,417
Dean, music	61,542	88,117	61,800	34,867	—	Director, information office	37,745	51,348	37,836	29,500	34,192
Dean, nursing	65,000	92,711	67,000	47,273	46,412	Director, news bureau	33,168	42,785	32,639	25,356	—
Dean, pharmacy	119,300	105,000	—	—	—	Student services	All Institutions	Doctoral	Comprehensive	Research	2-year
Dean, public health	128,250	132,971	—	—	—	Chief student-affairs officer	\$80,682	\$88,000	\$68,828	\$82,047	\$65,000
Dean, sciences	60,001	103,931	68,000	44,760	50,476	Dean, students	49,945	60,211	50,000	40,000	51,093
Dean, social sciences	51,714	91,442	67,571	42,062	52,160	Chief admissions officer	45,621	58,496	49,976	40,888	38,718
Dean, social work	84,043	92,300	—	—	—	Associate director, admissions	32,568	39,868	33,780	28,584	28,500
Dean, special programs	48,469	—	56,410	42,100	43,324	Admissions counselor	21,889	25,000	22,399	20,000	25,035
Dean, undergraduate programs	59,500	84,075	58,240	42,135	—	Academic adviser	27,420	28,395	27,573	27,720	29,500
Dean, veterinary medicine	110,250	110,517	—	—	51,924	Director, admissions and registrar	46,989	67,800	52,695	35,550	44,434
Dean, vocational education	54,085	—	70,700	—	—	Registrar	40,000	57,170	45,038	34,022	36,755
Administrative	All Institutions	Doctoral	Comprehensive	Research	2-year	Associate registrar	33,790	41,050	33,650	26,502	33,009
Chief business officer	\$68,500	\$100,800	\$79,500	\$63,623	\$68,124	Assistant registrar	26,502	31,656	27,271	21,500	26,143
Chief administration officer	68,712	95,407	72,604	57,240	60,718	Director, admissions and financial aid	48,550	—	59,438	46,260	41,958
Chief financial officer	63,268	82,500	65,823	50,369	50,494	Director, student financial aid	39,264	54,832	42,673	34,187	35,593
Director, environmental health and safety	46,897	54,819	40,000	—	—	Associate director, student financial aid	28,203	38,760	30,156	24,000	25,000
Director, telecommunications	46,736	55,176	42,385	30,813	42,097	Director, food services	40,728	53,475	41,213	34,715	27,007
Chief planning officer	62,797	83,100	61,114	49,054	57,687	Associate director, food services	34,042	41,074	34,854	26,344	—
Chief budget officer	55,030	64,760	51,170	46,706	45,206	Director, residence halls	36,000	54,062	37,830	28,350	28,143
Associate budget director	43,460	51,600	40,399	38,000	35,631	Associate director, student housing	31,880	42,066	31,565	24,000	—
Chief planning and budget officer	70,200	81,000	59,961	—	—	Housing officer, administrative operations	32,320	38,989	29,883	22,600	—
General counsel	73,828	84,798	62,482	—	—	Housing officer, residential life	28,702	34,716	28,810	23,734	22,211
Staff attorney	55,461	58,000	—	—	—	Director, foreign students and student activities	33,643	41,037	31,805	27,272	—
Chief personnel and human resources officer	50,637	66,338	51,500	37,785	44,656	Director, student union	38,070	60,624	38,133	29,000	36,507
Associate director, personnel	40,222	48,246	37,664	30,113	39,488	Associate director, student union	41,004	48,450	40,079	31,297	—
Manager, benefits	33,570	41,672	30,200	26,582	29,647	Associate director, student union	33,819	36,380	32,800	23,373	31,857
Manager, training and development	36,193	37,900	32,468	—	—	Director, student activities	30,500	38,724	32,400	26,787	31,087
Manager, employee relations	40,803	40,635	—	—	—	Director, student placement	38,875	49,000	39,327	30,385	33,183
Manager, labor relations	49,682	49,140	—	—	—	Director, student counseling	42,750	54,514	43,995	34,502	43,154
Manager, employment	33,413	39,437	30,180	26,500	30,635	Associate director, student counseling	36,693	45,384	33,853	28,567	33,265
Manager, wage and salary	37,147	39,866	32,474	34,265	—	Director, student health services, physician	79,815	88,000	72,037	70,000	—
Manager, personnel information systems	36,130	39,771	30,105	—	—	Director, student health services, nurse	29,510	39,480	32,436	24,400	27,900
Director, affirmative action and equal employment	51,315	57,145	45,231	44,882	43,062	Director, campus ministries	32,000	40,548	24,100	30,286	—
Associate director, affirmative action and equal employment	38,016	38,016	—	—	—	Director, athletics	50,500	81,180	56,800	41,200	40,440
Director, personnel and affirmative action	39,557	—	44,492	32,267	38,811	Men's	48,100	83,360	62,593	44,020	—
Chief information systems officer	57,872	78,246	60,000	46,325	47,323	Women's	40,543	50,196	38,900	34,019	—
Associate director, computer center	45,662	64,743	48,987	37,000	38,700	Director, sports information	28,000	36,048	28,428	22,125	—
Data base administrator	43,700	50,133	37,798	30,625	40,408	Director, campus recreation	32,911	46,884	32,260	26,010	23,788
Systems analyst, highest level	38,892	43,175	39,158	30,880	35,385	Chief, enrollment management	54,372	68,678	69,844	51,000	44,678
Systems analyst, lowest level	32,054	35,037	31,021	26,000	33,024	Director, minority affairs	37,000	46,698	34,668	31,200	—
Programmer analyst, highest level	32,684	36,000	31,713	28,895	32,801	Director, conferences	36,228	46,081	33,950	30,245	34,060
Programmer analyst, lowest level	28,832	27,433	26,500	24,500	27,126						



## Relocating a Lab Can Be Painful, Scientists Discover

Continued From Page A14  
and piles of books and lab manuals. Many also bring along members of their research team—technicians, postdoctoral researchers, and other assistants.

Everything from glass test-tubes to multi-ton cooling towers—which cool and recirculate water that has been heated during scientific processes—must be relocated without damage. Sometimes hazardous chemicals or live laboratory animals must be transported.

### 2,000 Mice in a Van

"There are many differences between moving a laboratory and moving household goods," says Lou Winters, a sales representative for a Texas moving company called Central Transportation Systems. "Handling a high-powered, \$100,000 spectrometer for a physics lab is much different from handling a dishwasher. For one thing the moving insurance is higher. For another, we have to pack things differently because the instruments are so delicate, and sometimes we have to put them in specially designed trucks."

Mr. Winters's company once transported 2,000 laboratory mice from a Midwestern university to the University of Texas at Austin in a climate-controlled moving van.

When Mr. Michl moved from



John M. J. Madey says moving his laser laboratory across the country required the use of 40 18-wheel trucks.

Texas to Colorado, he and his assistants packed their cars with picnic boxes filled with dry ice to transport research samples that would have decomposed during the trip if they were not kept at least as cool as minus 100 degrees Fahrenheit.

### \$10,000 to \$300,000

Moving a laboratory may be as expensive as it is tricky.

The institution to which the scientist is moving usually picks up

the bill for hauling not only the laboratory equipment, but also the household goods of the principal investigators and the assistants who come with them. Professional movers say a move can cost from \$10,000 to \$300,000 depending on the size of the laboratory, the kind of equipment, and the number of people on the research team.

Professors who move pay their own price in terms of lost research time. Anywhere from one to 18 months may elapse before a new

laboratory is up and running in its new location.

Almost three years passed before John M. J. Madey's new laboratory at Duke University began full operation in December after he moved from Stanford University. Mr. Madey began shipping equipment to Duke in 1988. But because the building that now houses his more than 50,000-square-foot Free Electron Laser Laboratory was not ready at the time, much of it was stored in warehouses.

## Personal & Professional

## Personal & Professional

tant. Gas pumps, exhaust hoods, and other items must also be taken care of.

Sending a member of the research team ahead to make plans or working from blueprints of the new laboratory are good ways to make sure the move goes smoothly, says Sheri Wischusen. She organized the move of Keith Moffat's biochemistry and molecular-biology laboratory from Cornell University to the University of Chicago two years ago. "You can't be too compulsive when it comes to these things," says Ms. Wischusen, who was a research-support specialist in Mr. Moffat's Cornell lab.

### Negotiations and Bartering

A complicating factor in switching institutions is identifying which research instruments belong to the professor and which belong to the university, Ms. Wischusen adds. Typically, the equipment in a faculty member's lab is purchased with a combination of university money

"I can look back at all the stories of the move now with humor, but I can still say in four words what moving is like. It is a pain."

and grant money accumulated by the scientist from a variety of outside sources. The university and the researcher usually have to negotiate—even barter—to decide what stays and what goes.

The process isn't always friendly, and, according to one researcher who asked not to be named, it can sometimes be quite contentious. The researcher said he and his institution fought over every instrument that he wanted to take with him, and he still ended up leaving the campus with only one truckload of equipment, when he thought he would have at least four.

### Packing Sensitive Materials

Jay K. Kochi, who moved his chemistry laboratory from Indiana University to the University of Houston in 1983, says researchers should "do everything but drive the truck" when it comes to moving a laboratory.

"There's no substitute for actually doing the work yourself with your assistants," he says. "You pack the sensitive materials, you decide the location of fragile equipment in the truck, you make sure the vehicle has air suspension."

Mr. Kochi says that during his move—which involved transporting a spectrometer the size of a small car and precision magnets that could easily have lost their alignment if they had been jostled—nothing was damaged or broken.

"If you plan well and think of all the possibilities and consequences of something going wrong then the actual physical move becomes the trivial aspect," says Mr. Kochi. "What you can concentrate on is the truly important part—the transformation of living in a new place and working in a new environment."

## Slim Pay Raises for Administrators Reflect Hard Times

Continued From Page A14

creased only slightly. For example, the median salary of the chief executive of a system rose from \$98,666 in the association's 1990-91 survey to \$99,452 this year. And the median salary of the chief public-relations officer at all institutions increased from \$42,298 last year to \$43,048 in 1991-92.

### Smallest Increases in 4 Years

The last time the survey showed such small increases was in 1987-88, when the median raise for administrators at all institutions was 3.3 per cent—2.5 per cent at private institutions and 4.2 per cent at public ones.

This year's survey found the median salary increase at public and private institutions to be about the same, 3 per cent.

Salaries varied by type of institution. For example, this year's median salary for a chief academic officer at a public institution is \$76,213, while the median salary for the same post at a private religious college is \$60,000.

Many observers predicted that salary increases for administrators would remain low in 1992-93. Said Mr. Beyer: "Unfortunately, I don't see any encouraging indicators that the situation is going to improve in the coming year."

Ms. Donofrio agreed. "If I had a

crystal ball," she said, "I would anticipate that increases will be even lower next year."

On a positive note, she said, the rate of inflation is expected to be lower—hovering around 3 per cent—for the 12 months ending June 1992.

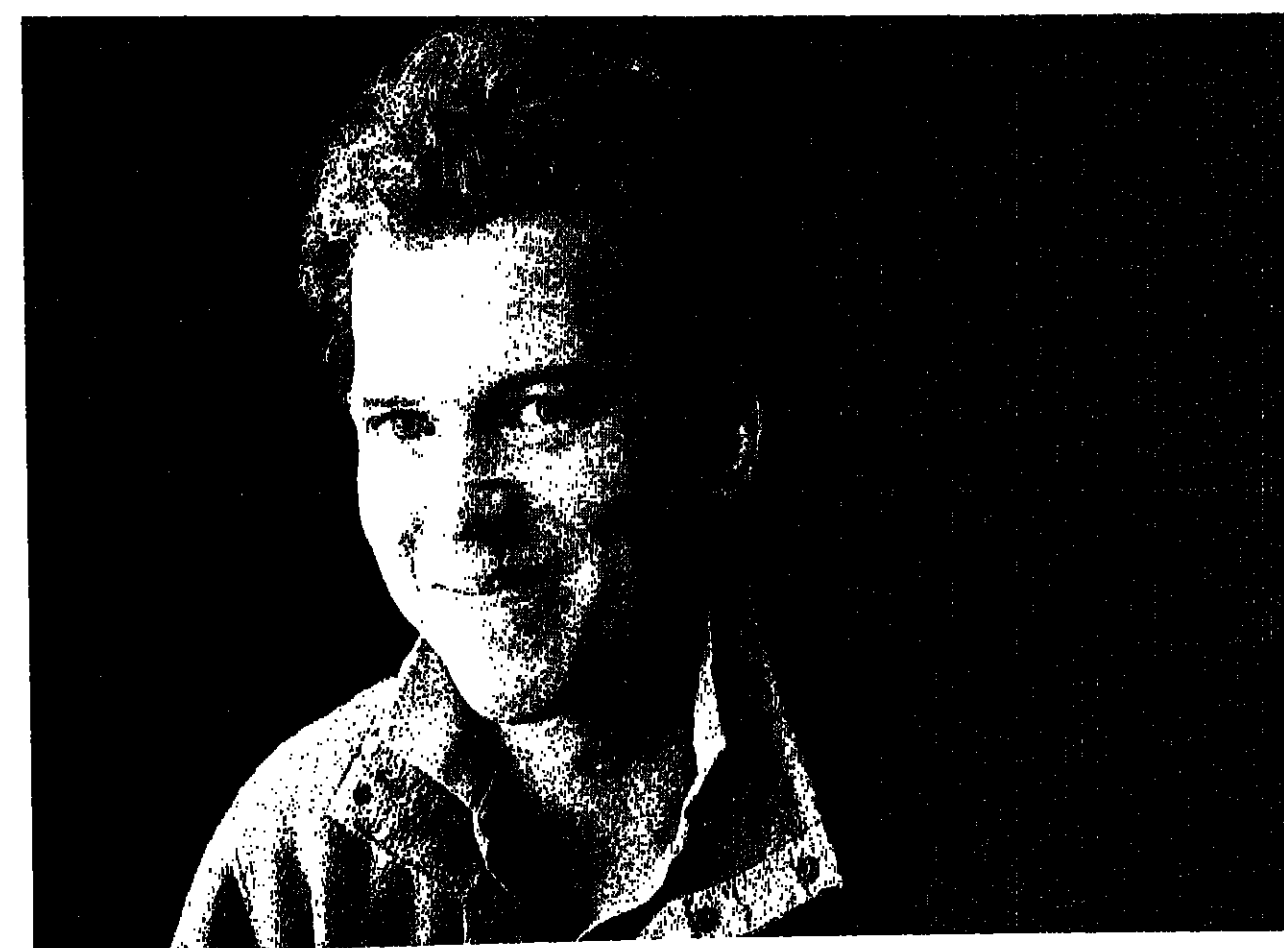
### Eye on Faculty Increases

It is not yet clear whether faculty salary increases have also slipped this year. A survey by the American Association of University Professors found that faculty salary increases last year had failed to keep pace with inflation for the first time in a decade (*The Chronicle*, April 3, 1991).

Results of this year's AAUP survey and of a CUPA survey that looks at faculty salaries by disciplines have yet to be released.

A 124-page report of the "1991-92 Administrative Compensation Survey" includes aggregate data by type of institution, budget size, and enrollment.

Copies of the report are available from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. The price is \$75 for CUPA members, \$175 for non-members who participated in the survey, and \$295 for all other non-members. The association also does custom-tailored salary studies for institutions that want to make comparisons with peer institutions.



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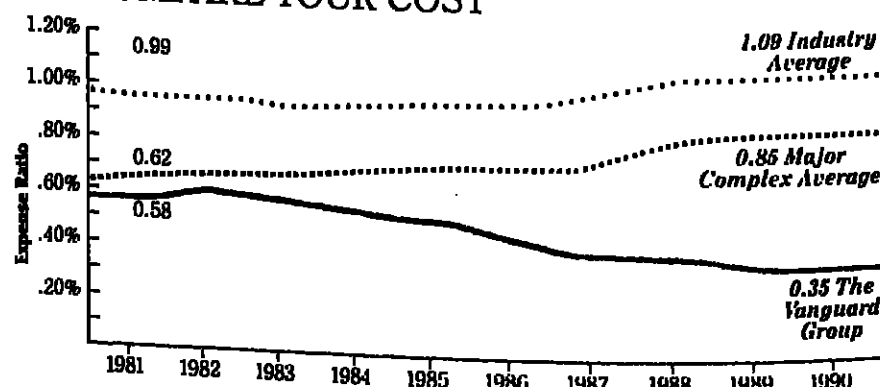
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## THE CURRICULUM

- Association project seeks higher status for general education
- College agrees to a plan for fewer but more-rigorous courses
- New curriculum to stress common experiences, small classes

A three-year project designed to raise the stature of general education got under way last month at the annual meeting of the Association of American Colleges.

As part of the Project on Strong Foundations for General Education, 16 colleges and universities will collaborate on ways to make general education a higher institutional priority. Many of the 16 already have strong general-education programs, says Jerry G. Gaff, the project's director. The project, established with support from the Lilly Endowment, will also sponsor workshops and serve as a clearinghouse for general-education reform.

The 16 participants include the College of St. Scholastica; Roanoke and Union Colleges; Saint Joseph's College in Indiana; Arizona State, Ball State, Grand Valley State, Jackson State, Miami, San

Jose State, Southeast Missouri State, and Susquehanna Universities; and the Universities of Hartford, Idaho, Maryland at College Park, and Minnesota at Morris.

Meanwhile, as part of a separate effort, the A.A.C.'s member institutions have until February 14 to apply to participate in the Asheville Institute on General Education, to be held June 5-11 at the University of North Carolina at Asheville. A similar institute was held last year.

Twenty institutions will be chosen to send teams to the institute, which will feature a symposium and a workshop in which participants will work on projects outlined in their applications.

For more information contact the association's program office in Washington, at (202) 387-3760.

The faculty at Saint Michael's College has agreed to overhaul the curriculum to require fewer but more-rigorous courses.

Under the plan, to take effect next fall, all students must also take a laboratory-science course, an interdisciplinary course, and courses in global studies and fine arts. To graduate, they must take 124 credit hours in at least 34

courses; they now take 120 credits in 40 courses.

Many three-credit courses will be replaced by four-credit courses that will require more reading, writing, research, and contact with professors.

At the same time, faculty teaching loads will be reduced, with the expectation that professors will devote more of their time to scholarship that could enrich their teaching and knowledge of their disciplines.

The interdisciplinary requirement, which could be satisfied by taking one of several existing and anticipated new courses, "will help students see that different disciplines are connected," says David LaMarche, the college's vice-president for academic affairs. All

## Personal &amp; Professional

undergraduates will continue to take an introductory course in philosophical problems.

Lafayette College has also overhauled its curriculum.

The new course of study, which will take effect in the fall of 1993, will stress common student experiences in small classes and more contact with professors. It will replace a distribution plan that emphasizes broad goals rather than knowledge in specific disciplines.

Under the new plan, all freshmen will take small, writing-intensive seminars that focus on such topics as the environment or technological innovation. Students also will take an interdisciplinary soph-

omore course examining values and conflicts in science and technology. The new plan also includes requirements in mathematics, a laboratory science, the humanities and social sciences, and foreign culture.

Finally, all departments will develop an intensive senior-year program, such as a "capstone" course that ties together what students have learned previously, or a research project. It will replace a required interdisciplinary senior-year course that examines broad issues.

The faculty felt students should be introduced earlier to the objectives of the current senior-year seminar, said Bernard R. Curman, a college spokesman.

—CAROLYN J. MOONEY

## Ouster of Black-Studies Chairman Planned by City College President

By DENISE K. MAGNER

The president of City College of the City University of New York plans to replace Leonard Jeffries, Jr., as chairman of the black-studies department when his term expires in June, say members of the institution's board.

Mr. Jeffries has been the center of a controversy since he made remarks during a black arts festival last summer. The remarks have been condemned as anti-Semitic and anti-white.

Since then, politicians, Jewish groups, and other critics have called for his ouster as department

chairman. Mr. Jeffries and his supporters say his academic freedom and First Amendment rights are under attack.

## Probationary Term

Bernard W. Harleston, president of the college, recommended in October that Mr. Jeffries be reappointed as chairman for a probationary term of eight months, rather than the usual three years. The CUNY Board of Trustees agreed.

The future of the black-studies department came up again last week at a meeting of the CUNY board. Several officials who re-

quested anonymity said Mr. Harleston wants to replace Mr. Jeffries as chairman.

According to one official who asked not to be identified, Mr. Harleston told trustees he planned to bring in an interim chairman to take stock of the black-studies department and move it beyond the present controversy. Then, the official said, Mr. Harleston hopes to recruit a distinguished scholar to head the department on a long-term basis.

Mr. Harleston refused to comment on his plans, and Mr. Jeffries could not be reached.

A spokesman for the college said: "The president indicated at the time of the reappointment of Dr. Jeffries that there would be an ongoing review of his chairmanship. That is the case, and we have no further comment."

Meanwhile, college officials say they are investigating new allegations about Mr. Jeffries. In a letter to Edith B. Everett, vice-chairwoman of the CUNY board, a Hispanic female student said she had been in a class taught by Mr. Jeffries in 1989 in which he said that Jews were "dogs."

## A Call for Immediate Removal

An article called "In the Classroom with Dr. J.," in the February issue of *Emerge* magazine, quotes Mr. Jeffries as saying in his classroom at City College: "This course is for people of African descent only." The article said Mr. Jeffries was referring to "an upcoming community series he is teaching on African history and culture." But the statement angered some critics and triggered calls for an investigation of whether Mr. Jeffries was referring to classes at City College.

Herman Badillo, a CUNY trustee and a former New York Congressman, held a news conference last week in which he called for Mr. Jeffries' immediate removal as department chairman. Mr. Badillo also called for an investigation of the most recent remarks attributed to Mr. Jeffries and said it could lead to his removal as a tenured professor.

In an interview with *The New York Times*, Mr. Jeffries denied that he had referred to Jews as "dogs" or that he had limited his classes to people of African descent.

Mr. Jeffries has also become embroiled in controversies outside the New York City area.

The Southern-area director of the Anti-Defamation League of B'nai B'rith, Arthur N. Teitelbaum, has asked the University of South Florida and the organizers of a campus lecture series to reconsider inviting Mr. Jeffries to speak.

Mr. Jeffries is slated to speak February 25 at South Florida as part of Black Emphasis Month. Campus officials said he would be paid \$3,000. The university's lecture series, financed by student fees, is sponsoring his talk.

Mr. Teitelbaum said he supported the university's right to invite anyone to speak on the campus, but he questioned the wisdom of giving Mr. Jeffries a platform.

Dan Casseday, a spokesman for the university, said the university had no plans to stop the lecture. "We try to encourage all points of view," he said.

## NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Academic Program Closures: A Legal Compendium**, edited by Corinne A. Houpi (National Association of College and University Attorneys, One Dupont Circle, Suite 620, Washington 20036; 394 pages; \$29.50 prepaid). Presents articles, institutional policy statements, and other texts that provide guidance for administrators and counsel involved in planning program reductions and closures. (This corrects an item that appeared in the January 15 issue of *The Chronicle*.)

**Assessment and Access: Hispanics in Higher Education**, edited by Gary D. Keller, James R. Deneca, and Raphael J. Magallon (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 333 pages; \$59.50 hardcover, \$19.95 paperback, plus \$3 for shipping). Considers such topics as the factors that affect Hispanic students' performance on college admissions tests and the measures needed to improve Hispanic access to the teaching profession.

**Constructing Rhetorical Education**, by Marie Secor and David Chaney (Southern Illinois University Press, P.O. Box 3697, Carbondale, Ill. 62902; 452 pages; \$24.95, plus \$2.50 for shipping). Describes a realistic approach to the teaching of rhetoric and composition.

**Economic Challenges in Higher Education**, by Charles T. Cristofolini and others (University of Chicago Press, 5801 South Ellis Avenue, Chicago 60637; 422 pages; \$39.95). Discusses demand for undergraduate education, the academic labor supply, and costs and productivity at colleges and universities.

**(Re)gendering Knowledge: Feminists in Academia**, edited by Joan E. Hartman and Ellen Messer-Davow (University of Tennessee Press, Chicago Distribution Center, 1030 South LaSalle, Chicago 60638; 313 pages; \$39.95 hardcover, \$18.95 paperback, plus \$2 for shipping). Explores major conceptual issues facing feminists in academic life.

**More Than an Academic Question: Universities, Government, and Public Policy in Canada**, by David M. Cameron (Institute for Research on Public Policy, P.O. Box 3670 South, Halifax, Nova Scotia B3J 3K6; 472 pages; \$29.95 U.S., plus \$3 for shipping). Focuses on the relationship between higher education and government at both the provincial and federal levels in the post-World War II era.

**New Strategies in Higher Education Marketing**, edited by Thomas J. Hayes (Haworth Press, 10 Alice Street, Binghamton, N.Y. 13904; 179 pages; \$29.95, plus \$2.75 for shipping). A monograph edition of the *Journal of Marketing for Higher Education*, Volume 3, No. 2. Solenace at Harvard University; Historical Perspectives, edited by Clark A. Elliott and Margaret W. Rossiter (Lehigh University Press, distributed by Associated University Presses, 440 Forsgate Drive, Cranbury, N.J. 08512; 380 pages; \$35). Includes 13 original essays by historians of science and technology.

**The Vision of the Public Junior College, 1800-1940: Professional Goals and Popular Aspirations**, by John H. Frye (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 176 pages; \$39.95 prepaid). Describes the impact of shifting demographic patterns and changing social values on the early development of the private junior college.



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## Information Technology

### Videodisks Offer a Detailed Portrait of Qin, the First Chinese Emperor

Software-engineering students at Carnegie Mellon University have developed a computer program that could help future visitors get around Pittsburgh.

Called "Interactive Pittsburgh," the program includes all the city's streets, bus routes, major buildings, and points of interest. Users ask "Where is?" and "Which?" and see answers displayed as graphics on a computer screen.

The program was a collaborative project for 30 undergraduates in a course taught by Bernd Bruegge, an assistant professor of computer science. The students combined data bases on streets, bus routes, and other information provided by the Allegheny County Planning Department and the Port Authority and developed tools to make the system interactive so it would answer questions.

Students created nearly 40,000 lines of code to develop the software, which was built on an earlier program that had been designed to guide people around the university campus.

Lehigh University is beaming graduate chemistry courses by satellite to students at chemical companies who want to earn a master's degree on the job.

The program, which started last month with about 30 students, is being offered in response to requests from chemical companies that wanted to provide advanced education for their employees, says James Brown, director of the Office of Distance Education. He says he expects enrollment to increase to 50 or 100 students by fall.

The working chemists listen to the same lectures and work with the same professors as graduate students on the campus. Distance learners should be able to complete the degree program in two years, according to Mr. Brown.

Librarians who want to bring their staffs up to speed on management techniques can borrow training videos from the Association of Research Libraries.

Through its Video Loan Program, the association offers 29 tapes on such topics as communication, supervision, and meeting management. One of the offerings is a sketch by the comedian John Cleese called "Meetings, Bloody Meetings."

To take part in the program, libraries pay an initial fee—\$350 for ARL members and \$410 for others—and a yearly renewal fee—\$100 for members and \$120 for others. Libraries can borrow two videos at a time for two weeks. The money generated by the program goes to purchase new videotapes.

For more information, contact Karen Welter, Office of Management Services, Association of Research Libraries, 1527 New Hampshire Avenue N.W., Washington 20036; (202) 232-2466.



After 20 years, Western scholars get access to information on a key archaeological find

By BEVERLY T. WATKINS  
BOSTON

Sometime after he came to power in 246 B.C., Qin Shi Huang Di built an elaborate underground tomb near Xian in China's Shaanxi province. The burial site contained more than 7,000 life-size terracotta figures of warriors with horses and archers with arrows, and a bronze chariot with a charioteer.

The site, which fell into oblivion for about 2,200 years, was discovered in 1973 when peasants digging a well unearthed fragments of one of the figures. Those fragments, which brought archaeologists hurrying to the site, became part of one of the most significant finds of this century.

Since the discovery, Western scholars have been frustrated in their efforts to get more information about the excavation and the artifacts of the first emperor of China. Chinese authorities have let few items travel outside of the country. Chinese publications and pictures, scattered through government organizations and museums, have been largely unavailable. Qin specialists in China have remained inaccessible to Westerners.

Now, after almost two decades, archaeologists, art historians, and specialists in Asian history have access to a detailed record of the discovery. Project Emperor-I, which has been collecting materials for seven years, has issued two interactive videodisks with film footage from the excavation, images of artifacts, interviews with Qin specialists, and the full text of many articles about the find.

#### Negotiations for Distribution

The set of double-sided disks, called "The First Emperor of China," is the first commercial product of the project, which is directed by Ching-chih Chen, professor and associate dean of the Graduate School of Library and Information Science at Simmons College here. In 1984, when Chinese authorities gave Ms. Chen permission to collect materials in China, they did not give approval to distribute them. Only in 1991, after much negotiation, did Ms. Chen obtain permission to make the videodisks available.

"By organizing and recording the tremendous amount of information on this site, and its relics on videodisk, we make this period of history come alive in an accessible way," Ms. Chen says. "This is rich source material for research and study. No one else has it."

Ped H. Martinson, a professor of art and Asian studies at the University of Tennessee at Knoxville, has used the disks since November. He says they provide valuable resources for both teaching and research.

Mr. Martinson, who teaches a survey course in Chinese art, says "Emperor" is

"The burial site planned by China's first emperor included some 7,000 life-size terracotta figures of warriors. It was discovered by peasants in 1973.

"one of the most detailed programs of art history I have ever seen."

"The program enables me to do a much better job with the Qin Dynasty," he says. "I can write a story about the period. I can call up images and information. Other programs don't have text information."

In addition to their use in the classroom, Mr. Martinson says, the "Emperor" materials will let him compare Xian, an ancient Chinese capital, with ancient cities in Sichuan province for a research project he has started.

#### Better Than the Real Thing?

Viewing the "Emperor" disks may be better than visiting Xian, says Ms. Chen. Because the site is so popular, visitors are given little time to look around. "Between 5,000 and 6,000 people are very usual for one day. There are 30,000 people each day at high time," she says. "People just go in

and walk out in five minutes. You do not see anything. It is very disappointing."

With the videodisks, she says, "if you can't go to the place, we will bring the information to you."

"If you go and can't see, we will still bring the information to you."

Project Emperor began more as an attempt to explore the use of videodisk technology than as a research project on Qin art and archaeology.

"My interest and expertise are in new-technology applications," Ms. Chen says. "My previous projects were in science and medicine, and I was identified with that."

She adds: "My hidden challenge was to demonstrate that technology is a very effective means to whatever end."

In the early 1980's, when Ms. Chen was looking for a cutting-edge project, museums around the world were showing terracotta figures from Xian, The Qin Dynasty,



Ching-chih Chen of Project Emperor-I: "My hidden challenge was to demonstrate that technology is a very effective means to whatever end."

one of the most important historical and archaeological periods in China, was capturing the imaginations of museum visitors.

Qin Shi Huang Di, whose dynasty lasted from 221 to 206 B.C., conquered a number of warring states to unify China. But he made other contributions, among them a unified written Chinese script, standardized weights and measures, and an extensive transportation system. He also is given credit for completing the Great Wall.

Ms. Chen, who was born in China, decided to focus her project on her country's history and archaeology. "Emperor" was a wonderful combination," she says. "It has the ability to draw people's attention. People say, 'Wow.'"

#### Hardships of Travel

The decision to produce "The First Emperor of China" was the easiest part of the venture. Acquiring financial support, as well as permission from Chinese authorities to visit important sites, proved difficult. The hardship of traveling in an undeveloped country and dealing with an incompatible culture were sometimes overwhelming, Ms. Chen says. Coping with sensitive camera and video equipment, difficult under any circumstance, was grueling, 7,000 miles from home.

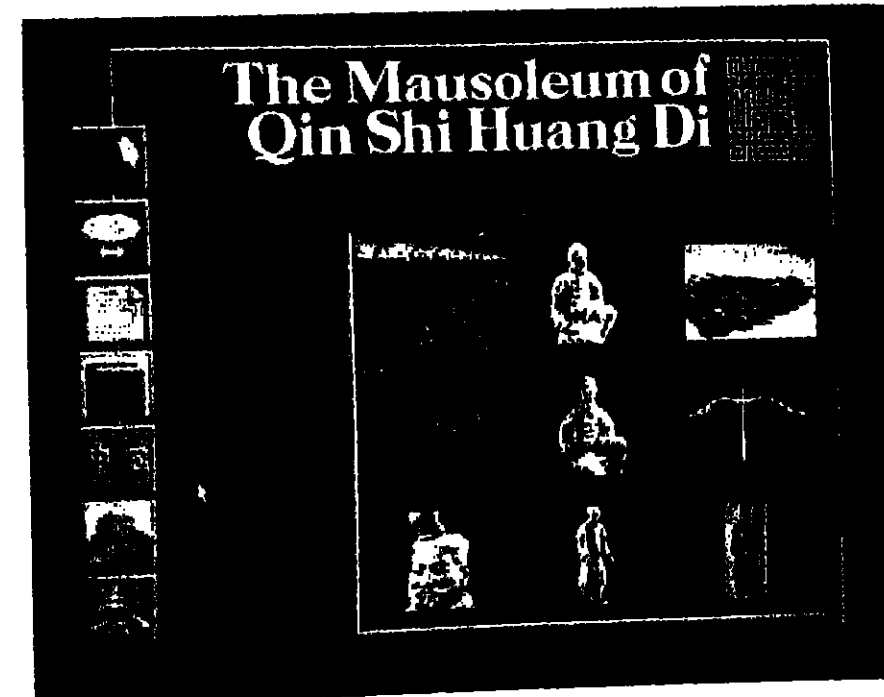
In 1983, when Ms. Chen proposed "Emperor" to the National Endowment for the Humanities Project on Libraries, the endowment declined to support it. According to Ms. Chen, the panel that reviewed the proposal rejected it on the ground that Chinese authorities had refused permission for similar projects from experts in the field, and Ms. Chen was not even in the field.

Eventually Ms. Chen, who had been a consultant on information technology to educational and cultural institutions in China and elsewhere, persuaded the endowment to give her a small planning grant to find out if the Chinese could be prevailed upon to approve the venture.

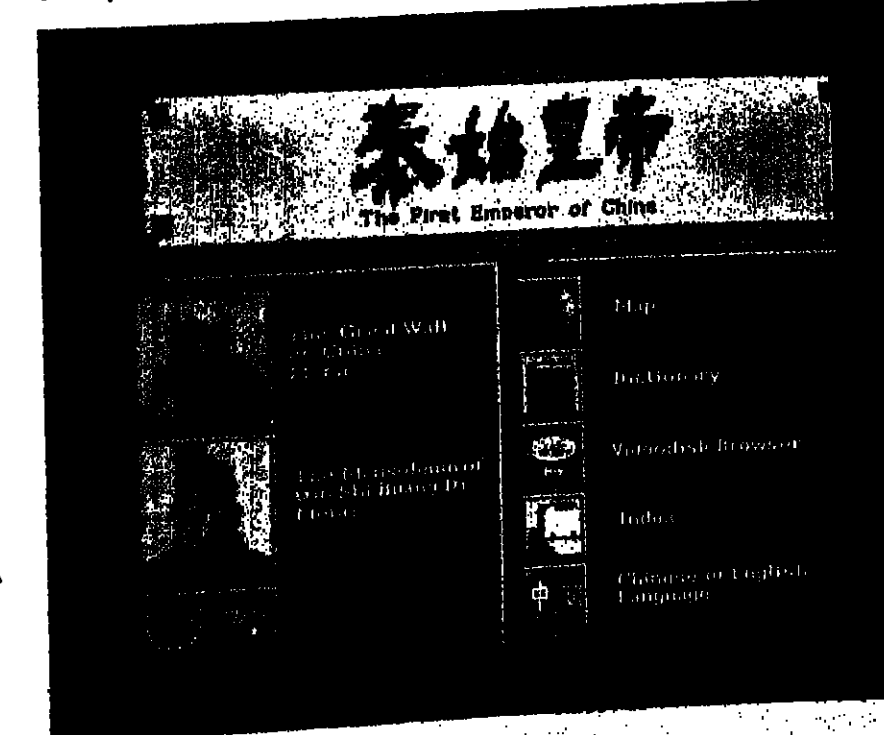
By the summer of 1984, Ms. Chen had gained permission from the Ministry of Culture of China and the affiliated Bureau of Museums and Archaeological Data in Beijing, and from the Shaanxi Provincial Bureau of Culture and Cultural Relics in Xian, to gather materials for the videodisks.

The approval came with restrictions, however. "The Chinese gave us permission for a research-and-demonstration project. University people studying this field could utilize it for research purposes," says Ms. Chen. Because the Qin artifacts are a national treasure, "Emper-

Continued on Page A23



Menus developed for a prototype of instructional software based on Project Emperor-I offer a series of options for further investigation.





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## TECHNOLOGY UPDATE

- Floppy disks used to recruit students
- Software makes chemistry calculations

The University of California at Davis is sending recruiting material to potential students on floppy disks.

The university mailed about 3,000 disks last year to high-school students selected for their high grades and test scores, says John R. Reed, production manager for instructional media.

The disk contains a program called "The UC Davis Adventure." When the disk is inserted in the computer, an image of a dorm room, with a desk, bed, bookcase, and bicycle, appears on the screen.

By clicking a mouse on the objects in the room, students can learn about the university. "Click on the sports pennant on the wall," says Mr. Reed, "and you get information about athletics. Click on the checkbook on the desk, and you get information on fees."

Mr. Reed says the disks have a greater impact on prospective students than a standard brochure, or even videotapes, which have become increasingly common. "Only a few other schools are doing this right now," he says.

For more information, contact John R. Reed, Instructional Media, Room 19, Olson Hall, University of California, Davis, Cal. 95616; (916) 752-6529.

A professor at Eastern Michigan University has developed a computer package that he says makes calculations easier for students learning chemistry.

The package, called "CHEMICALC," consists of software for a desktop computer and a special keypad. Some keys represent the complete periodic table of elements and others perform special functions. The keypad can be used with a standard computer keyboard or separately, says Bert Ramsay, a professor of chemistry and the package's developer.

Mr. Ramsay says the package makes chemical calculations much faster and more reliable and lets students correct mistakes easily. "If you're doing this stuff on a calculator, and you make an error, you might not even know it."

Some chemistry professors have told him they fear his system would make chemistry "too easy for the students," Mr. Ramsay says. "That's just what they used to say about calculators in math classes, but now they're common and recognized as very useful."

Mr. Ramsay has established a company to market his product. For more information, contact Bert Ramsay, Chemical Concepts Corporation, 912 North Main Street, Ann Arbor, Mich. 48104; (313) 487-1849.

—DAVID L. WILSON

### Briefly Noted:

■ *The Journal of Educational Multimedia and Hypermedia*, a new international quarterly, is available from the Association for the Advancement of Computing in

Education. An annual subscription with membership costs \$45 for individuals and \$68 for institutions. For more information, contact AACE, P.O. Box 2966, Charlottesville, Va. 22902; (804) 973-3987; AACE@VIRGINIA.EDU.

■ The 1991 issue of *Computing in Musicology*, an annual music-research digest, is available for \$20 from the Center for Computer Assisted Research in the Humanities, 515 Middlefield Road, Suite 120,

Menlo Park, Cal. 94025-3443; (415) 322-3307.

■ *Computer Applications for Anthropologists*, edited by Margaret S. Boone, an adjunct professor at the George Washington University School of Medicine, and Jody J. Wood, a professor of anthropology at Northern Arizona University, is available for \$21.75 from Wadsworth Publishing Company, 10 Davis Drive, Belmont, Cal. 94002-9950; (800) 354-9706 or (415) 595-2350.

■ *Pathways to Success*, a collection of ideas for using information technology to help minority-group students, is available for \$10 from the Annenberg/CPB Project, 901 E Street N.W., Washington 20004-2006; (202) 842-3600.

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## Information Technology

### Videodisks Offer a Detailed Portrait of an Emperor

Continued From Page A21  
or is very close to the Chinese chest for anyone to have access. They wanted to make sure we would not casually distribute the disk.

Following China's decision, the NEH approved support that eventually totaled \$292,000.

### 3,000 Pounds of Equipment

In late March 1985, Ms. Chen and a team of six researchers and technicians flew to China, taking with them 3,000 pounds of camera equipment. For three weeks the group mined museums and sites in Beijing, Shanghai, and Xian for materials about Qin Shi Huang Di.

"We started with zero knowledge and zero material," she says. "We had to collect information from the ground up."

When they finished their work, team members had images of artifacts, photographs, drawings, maps, charts, and building plans. They had film of the interiors and exteriors of museums and archaeological sites and aerial views of the Great Wall. They had 60 hours of videotaped interviews in English and Chinese with 10 experts on Qin history and art, as well as on the economic, military, political, and social systems. Chinese agencies supplied archival film footage of the excavation, as well as previously unavailable publications.

The research team included three Qin scholars—Kwang-chih Chang, a professor of anthropology at Harvard University; Wu Tung, curator of Asiatic art at the Boston Museum of Fine Arts; and Robin D. S. Yates, professor of Asian studies at Dartmouth College.

"Since 'Emperor' is not my field, I was very sensitive to accuracy," Ms. Chen says. "I will sacrifice technology but not content. Content is the reason 'Emperor' will survive."

Although the project had official approval, working in China was a headache, she says. "We were working in a country where everything was incompatible to us—from the electricity to the telephone system to cultural background."

In China, she says, "the culture does not encourage you to stand out. Anything you have to do a project that stands out—like 'Emperor'—the Chinese people working with you become nervous."

### Tripping Over Bureaucracy

The team members constantly tripped over Chinese bureaucracy. "With every museum, you have to make a different arrangement," says Ms. Chen. "If Beijing says Yes, Xian says No. If Xian says Yes, the museum says No. If the museum says Yes, the people in the museum have the key."

Ultimately, she says, she adopted a do-or-die philosophy. "If it is difficult or impossible, we will do it."

In early June, six weeks after the

## 216,000 Images From a Key Archaeological Site in China

"The First Emperor of China" is two double-sided videodisks with 216,000 images—20,000 still pictures and the rest full-motion video—and two hours of audio on Qin Shi Huang Di and the excavation of his burial site in Xian. The set also contains the full text of many publications from both American and Chinese sources.

The first disk introduces Qin Shi Huang Di, documents the discovery of terracotta figures at the burial site, and tours the Museum of Qin Terracotta Figures of Warriors and Horses, built over Pit No. 1 of the excavation. The disk also documents the excavation and restoration of a bronze chariot that was unearthed after the figures.

The second disk is composed entirely of oral interviews, in both English and Chinese, with Qin scholars, who outline the significance of the archaeological find and add details about the artifacts.

To view the disks, users need a multimedia system with either

an Apple Macintosh computer or an IBM PC or compatible machine with a monitor, keyboard, and mouse, a video monitor, a videodisk player, and connecting cables.

### Several Academic Levels

To use the interactive videodisks, users call up the main index, which is available in both English and Chinese. The index lists modules that, among other things, provide access to information at different academic levels. One module, called Interactive Research, is designed for the scholar, for example, while another, called General Information, is tailored for high-school students and the general public. Each module is accessible by clicking on an icon.

Although the "Emperor" disks include many media, for users the system is seamless. By clicking, they can look at any moving or still image and any text anywhere. If they are not looking for anything in particular, they may browse. They

can search for specific topics in six ways—by date, location, type of material, source of information, subject, or a combination.

Users can move forward and backward through pictures and text, zoom in on details—an eye, a nose, a bit of color—and rotate artifacts to get different perspectives. They can move through the disks quickly or slowly, jump ahead or back, and stop at any place they wish.

"The First Emperor of China" is available for \$349 from Project Emperor-I, Graduate School of Library and Information Sciences, Simmons College, 300 The Fenway, Boston 02115; (617) 738-2224; CHEN-@BAISON.BITNET.

Selected Qin materials are available for \$99.95 on a single disk, with companion software for \$69.95, from the Voyager Company, 1351 Pacific Coast Highway, Santa Monica, Cal. 90401; (800) 446-2001 or (213) 394-2156.

—BEVERLY T. WATKINS

team returned from China and nine months after the project started, the saga of the Xian excavation and all available materials about the first emperor of China had been preserved on videodisk.

Project Emperor has expanded well beyond the original intent in

1983. For the last several years, Ms. Chen says, she has been using the vast amount of information on the videodisks to develop software for college courses. She is also creating an electronic data base, converting the images on the disks from analog to digital form, and experimenting with different types of compact disk for eventual academic and general use.

"The project began as R&D and ended up becoming so huge it can reach every segment of society," she says. "We can develop products for almost anyone."

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The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

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**Administrative systems.** "Fraternal Software," for IBM PC and compatibles. Lets administrators manage membership information and financial activities for organizations; produces 15 different reports, as well as letters, labels, and newsletters; tracks payments, dues, fees, fines, and accounts receivable; \$69. Contact: Advantage International Inc., P.O. Box 17556, Tampa, Fla. 33682; (813) 977-5739.

**Astronomy.** "Starfinder," for IBM PC and compatibles. Requires "Windows." Displays an atlas of the sky in the Northern Hemisphere; includes 1,148 stars and 342 deep-sky objects; \$25 for members; \$75 for others. Contact: Wise-Ware, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (800) 543-3201 or (608) 262-8167.

**Biology.** "Membrane Potential Tutorial," for Apple Macintosh. Requires "HyperCard." Tutorial explores membrane structure and permeability, the Donnan Equilibrium, the Na/K/ATPase Pump, the Nernst Equation, and the Goldman Equation; \$29; quantity discounts available. Contact: Information, Department GAPA, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

**Grades.** "Grade Aide," for IBM PC and compatibles. Spreadsheet lets instructors grade up to 20 students per class in different courses with different grading requirements; allows variable weighting for test scores and assigns letter grades from specified cut-off scores; prints final letter grades by code; \$25 for members; \$75 for others. Contact: Wise-Ware, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (800) 543-3201 or (608) 262-8167.

**Medicine.** "KeyWord Pathology Series, Version 2.0," for Apple Macintosh. Requires "HyperCard." May require videodisk player. Four programs for classroom and reference; "Text-Stack," with full text of W. B. Saun-

ders's *Robbins Pathological Basis of Disease, Fourth Edition*, \$210; "Quiz-Bank, Volume 1," with 2,500 questions and answers, \$210; "Quiz-Bank, Volume 2," with 1,300 questions and answers, \$180; and "Videolink," with commentary on 1,400 images from the University of Utah's "Slices of Life" videodisk, \$150; site licenses available. Keyboard Publishing Inc., 482 Norristown Road, Suite 111, Blue Bell, Pa. 19422; (800) 945-4551 or (215) 275-2729.

**Student services.** "InfoQuest Services Software, Version 3.0," for Apple Macintosh or IBM PC and compatibles. Contains a package of four modules: "BookMate" lets students purchase used textbooks from other students; "ClassMate" lets students obtain class notes and tests from other students; "KeyMate" assigns numbered tags to keys for lost-and-found purposes; "RideMate" matches students for carpools; \$425 for the first three modules; \$325 for "RideMate"; \$662 for all; site licenses available. Contact: Advantage International Inc., P.O. Box 17556, Tampa, Fla. 33682; (813) 977-5739.

## OPTICAL DISKS

**Government data bases.** "Patent-View," for CD-ROM players used with IBM PC and compatibles. Contains full images of all pages issued by the U.S. Patent and Trademark Office; \$4.995 per year for two disks a week, available 10 working days after the official Tuesday issue. Contact: Research Publications, 12 Lunar Drive, Drawer AB, Woodbridge, Conn. 06525; (800) 336-5010 or (203) 397-3400.

**Health.** "Auto Information and Education Worldwide," for CD-ROM players used with IBM PC and compatibles. Contains 15,000 pages of materials on AIDS from 300 publications from the World Health Organization, the Centers for Disease Control, state health departments, and others; \$250; updated annually. Contact: Cn Resources, 118 West 74th Street, Suite 2A, New York 10023; (212) 580-2263.

**Utilities.** "Tools for Multimedia," for CD-ROM players used with Apple Macintosh. Gives program developers tools for applications based on "HyperCard"; includes "HyperCard, Version 2," "HyperCard" toolkits, CD-ROM driver, tools for audio and video, a collection of external commands and external functions, and more; \$39. Contact: Information, Department GAPA, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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## THE CHRONICLE OF HIGHER EDUCATION

## Section 2

February 5, 1992

## OPINION

## The Struggle for Feminist Purity Threatens the Goals of Feminism



The Arts: George Mason's "Mighty Wurlitzer" B4



End Paper: Feminism and the New Deal B64

Mélange  
B2

Letters  
to the Editor  
B3, 6

Bulletin Board  
B7-63

By Daphne Patai

A NUMBER OF YEARS AGO I got the idea of putting together a volume with the title "Ideological Policing in Contemporary Feminism." The episodes leading to this intention are by now a bit vague in my mind, but they included stories told to me by feminist colleagues, for example about being criticized by other feminists for wearing make-up, for being heterosexual, for wanting a door put on an office and thus gaining some unsisterly privacy from the feminist staff members in the adjoining office.

In my own courses in women's studies, I have seen similar examples of intolerance among my students—eyes rolled to ceiling in exaggerated disapproval of a classmate's reference to her "boyfriend"; heated criticisms by young women in sturdy boots and pants of the "conventional" apparel of other women in the class; an urgent need to ferret out examples of latent unfeminist tendencies; a certain aggressiveness in displaying one's ideological credentials. Of course, there was surely just as much intolerance elsewhere in the university—antagonism, say, to lesbian students—but at least in my women's studies courses, I did not see that kind of hostility emerge. It was obvious that women's studies classrooms provided a safe arena in which interesting reversals of pre-

vailing reality could take place. It didn't surprise me that, among young students at least, this might lead to excessive zeal.

All this, of course, was before the burning intellectual question of the day revolved around "political correctness."

I never wrote that book—and a major reason I didn't was that I couldn't decide how to write a critique of feminism that would not in some way hurt feminism and that would not automatically place me in the enemy camp. Despite opponents' assertions, feminist concerns had not had such resounding success in the world that I wanted to hazard a public critique. And the ease with which the charges of PC have been catching on shows that I was right to be wary of writing something that could be taken to support such charges.

But everything one tolerates that one shouldn't inevitably returns.

SO, TODAY, I am once again exercised over ideological policing within feminism. I am still worried about the best way to write about this subject without making my views useful to the opposition—the very real opposition that exists to feminism and to women's studies programs. Indeed, the difficulty in making up my mind about this dilemma is part of what motivates this essay. But its context is provided by the following concatenation of events:

On October 30, 1991, I published a commentary in these pages on "surplus visibility" and the stigma of minority status. In November, as responses to the article came in, I discovered that my argument apparently had led some people to assume that I must be black. Thus, I received a letter requesting that I contribute a brief life story to a book on blacks who had "made it" in academe. At the same time in my own women's studies program at the University of Massachusetts, I found myself called a racist because, as acting director, I had been unable to come up with extra money for an elective course on indigenous women that had been proposed by two Native-American graduate students. Simultaneously, I had used the last bit of money in our budget to finance a required course on the intellectual foundations of feminism, to be taught by a teaching assistant who happened to be white.

The same error was being made in both cases: identity politics—the assumption that a person's racial or ethnic identity and views are one and the same. If people found what I said sympathetic or useful to blacks, I must be black. If minority women were frustrated or disappointed by an ad-

Continued on Following Page

## The Struggle for Feminist Purity Threatens the Goals of Feminism

Continued From Preceding Page  
ministrative decision. I, in my white skin, must be racist.

THE CONSEQUENCES of these two cases of mistaken identity were, however, vastly different. In the first case, I merely wrote to explain that I was white and hence not an appropriate candidate for a book on black academics. In the latter case, I tried to explain that "racism" had nothing to do with the events in question. This simple denial brought a storm down upon my head. I was told by a young black colleague that when a woman of color says she has experienced racism, she is the authority on that experience and cannot be challenged. More protests on my part—that this made any kind of discussion impossible—only made the situation worse, as memos and charges came from every direction. Every direction but one: Not one of my colleagues who clearly believed that the charges were absurd (and told me so privately) was willing to say so publicly.

I began to realize that we were confronting a new dogma sanctifying a reversal of privilege: Instead of the old privileges accompanying the status of "white," truth, righteousness, and automatic justification in the world of women's studies now reside with "women of color." As if in compensation for past oppression, no one now can challenge or gainsay their version of reality. What can be said for such a turnabout, of course, is that it spreads racial misery around, and this may serve some larger plan of justice, *sub specie aeternitatis*.

But this is hardly adequate for those who believe earthly justice must be pursued case by case and cannot be won by means that are themselves unjust. In this instance, however, the facts of the case were of no importance: Only identity counted. This, let me emphasize, was no misinterpretation on my part, for some memos actually did state that it was absurd for a white, tenured professor to claim she was being unjustly accused. By virtue of having a certain identity (white) and occupying a certain position (tenured), an individual would necessarily be guilty of whatever accusations a woman of color (or an untended individual) might make against her.

Among my other offenses was an expression of concern at the way some of our students were using the term "Eurocentric" as a new slur: By dismissing an entire culture as "racist," they relieved themselves of the burden of learning anything about it. An administrator at my university told me of a student activist who heatedly said: "Do you know who's teaching Spanish in the Spanish Department? Spaniards!" Nor do I take this merely as a joke; I have often wondered how soon it will be before someone suggests that my "identity" (North American) should cause me to cease teaching classes in one of my areas of research, Brazilian women.

The situation that I describe is, alas, hardly unique. What adds to my distress is that it is not usually discussed. For another dogma of women's studies seems to be that our problems must not be aired. There are some good reasons for this reluctance, of course, given the eagerness with which opponents of women's studies might seize on any disagreements. But the consequences are nonetheless dreadful: a kind of siege mentality, in which demands for loyalty thrive and very little fresh air gets in. What does flourish in this confined atmosphere is a flaunting of correct postures, which everyone rushes to embrace, perhaps in an

effort to compensate for sexual, racial, or other identities that have been called into question.

Thus, students in my course on utopian fiction by women wrote papers this past semester displaying attitudes that they apparently had learned were the appropriate ones in their various women's-studies classes. A young white woman too shy to speak in class wrote repeatedly of having to come to terms with her status as a "white oppressor." A young man wrote that a novel we had read had taught him that his relationship with Mother Earth was one of rape and pillage; he now saw his rock collection in a new light. I wondered

and political questions posed by feminism were developed to challenge unfair stereotyping and exclusion of women, not to exempt them from evaluation.

PERHAPS "identity" must fill all the gaps left if such attacks prevail, however. For, as I have written previously, feminists today often engage in rhetorical maneuvers that are rapidly acquiring the status of incantations: "as a white working-class heterosexual" or "as a black feminist activist." Such tropes, which do nothing to change the world, carry their own aura of self-righteousness, whether offered as an apology or (as is

"Part of what makes conflicts within feminist groups so unpleasant is surely the sense of fraud that accompanies familiar old ambitions dressed up in appropriate ideology."



whether he had intended this as parody—which would have been a more original response.

An extremely articulate student wrote eloquently (and without any apparent irony) about how, as a woman, she was silenced and lacked a language. And a white student who criticized a black writer's metaphorical use of the word "slavery" to describe a casual labor exchange was coldly told by another white student that it was not appropriate for a white person to criticize a black writer's metaphors. It is true, of course, that white society has historically oppressed black people, men have damaged the environment, and women indeed have been silenced, but these facts do not mean that everyone today inherits a simple identity or is personally guilty of everything her or his predecessors did. Identity politics is a dead end. We are neither right nor wrong because of "who we are," but only, as the feminist scholar Jenny Bourne wrote in an essay several years ago, because of what we do.

But why should identity politics not serve as another weapon for faculty members in a scarce job market and poor economy? Why not use this, too, in the scramble for the goodies of our profession—jobs, tenure, legitimacy? What is distressing is that this tactic is no feminist departure from the bad old ways of "white patriarchal hegemony," but a replication of those ways, pure and simple. Old forms, new contents. What feminism adds to it, however, is its own tone of moral superiority. Part of what makes conflicts within feminist groups so unpleasant is surely the sense of fraud that accompanies familiar old ambitions dressed up in appropriate ideology.

FEMINISM has played a major role in questioning canonical knowledge and standards. Should we be surprised, then, when on a women's-studies search committee, one group's view that a particular candidate is poorly qualified is met by attacks on the very concepts of "qualifications," "standards," and "knowledge"? Feminism itself has provided the weapons to unleash this sort of self-destructive attack, which can be pursued *ad infinitum*. While particular criteria have been used in academe in the past to exclude certain groups, you cannot have a university without making judgments about people's expertise. The intellectual

more often the case) deployed as a badge. In their worst form, they lead to a veritable oppression sweepstakes. And it is not uncommon, in women's-studies programs, to hear someone's claim to identity in one category negated by a slur in another—as when a colleague commented to me disparagingly that a student in our program, al-

though she was Latin American, was "upper class."

Where will it end? My fear is that the search—and demand—for feminist purity (of both attitudes and identity) will eventually result in a massive rejection of the very important things that feminism, broadly speaking, aims to achieve. Today feminists who have the temerity to criticize negative tendencies within feminism risk being automatically placed in the enemy camp, thus seeming to swell the ranks of opponents of progressive scholarship, a conservative group that may actually represent only a small number of people.

Marginalizing friendly critics will not advance the credibility of women's studies or other revisionist scholarship. Unfortunately the situation I've described is not the first time that rigid factionalism has splintered leftist politics. The entire history of the left is replete with purges and divisions. What is more banal than that the powerless should turn against one another? Whom else can they effectively trounce?

Feminism is hurting itself with identity politics. Those of us who are feminists but who do not accept this simplistic stereotyping and ideological policing must speak up—in defense of feminism.

Daphne Patai is a professor of women's studies and of Portuguese at the University of Massachusetts at Amherst. She is co-editor of *Women's Words: The Feminist Practice of Oral History* (Routledge, 1991).

### MÉLANGE

## The Psychology of Black Achievement; the Mystery at the End of the Universe

SUCCESSFUL BLACKS are first and foremost affirmed and empowered by a positive sense of racial identity. They fully understand that as blacks they will encounter obstacles, prejudices, and inequities, but they never view their race as the cause of the problem. They understand it is the perverse reactions of others to the black race which constitute the deficiency. It is this essential recognition that grounds the thinking of achieving blacks, enabling them to successfully operate out of a "positive sense of blackness," a positive sense of who they are—and to gain a powerful measure of spiritual strength from the physical and psychological struggles that racism inevitably demands.

—Audrey Edwards, editor-at-large of *Essence* magazine and Craig K. Pollie, psychologist, in *Children of the Dream: The Psychology of Black Success*, published by Doubleday

IN HIS FAMOUS BOOK *A Brief History of Time*, Stephen Hawking begins by recounting a story about a woman who interrupts a lecture on the universe to proclaim that she knows better. The world, she declares, is really a flat plate resting on the back of a giant turtle. When asked by the lecturer what the turtle rests on, she replied, "It's turtles all the way down!"

The story symbolizes the essential problem that faces all who search for ultimate answers to the mystery of physical existence. We would like to explain the world in terms of something

more fundamental, perhaps a set of causes, which in turn rest upon some laws or physical principles, but then we seek some explanation for this more fundamental level too, and so on. Where can such a chain of reasoning end? It is hard to be satisfied with infinite regress.

Is there a "superturtle" that stands at the base of the tower, itself unsupported? Can this superturtle somehow "support itself"?

But there is a third possibility: a closed loop. . . . Next though such "loopy" systems may be, they inevitably fall short of a complete explanation of things, for one can still ask "Why that loop?" or even "Why does any loop exist at all?"

It seems to me that, as long as we insist on identifying "understanding" with "rational explanation" of the sort familiar in science, we will inevitably end up with turtle trouble: either an infinite regress, a mysterious self-explaining turtle, or an unexplained ring of turtles. There will always be mystery at the end of the universe. It may be, however, that there are other forms of understanding which will satisfy the inquiring mind. Can we make sense of the universe without turtle trouble? Is there a route to knowledge—even "ultimate knowledge"—that lies outside the road of rational scientific inquiry and logical reasoning?

—Paul Davies, professor of mathematical physics at the University of Adelaide (Australia), in *The Mind of God: The Scientific Basis for a Rational World*, published by Simon & Schuster

### OPINION

### LETTERS TO THE EDITOR

## Political Correctness: Essential to American Values?

TO THE EDITOR:

In his "historical" attack on democratic thought in contemporary America, "The Origins of PC" (Opinion, January 15), John M. Ellis forgot a few historical precedents for political correctness. This one, for instance:

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness."

These truths aren't self-evident; they're politically correct. In the late 18th century, they were the radical opinions of a small group of wealthy, middle-class men—opinions abhorred by political conservatives, who held it to be self-evident (as it had been for centuries, perhaps millennia) that all men were created and foreordained by God for a given social station—i.e., unequal.

The notion that all men have inalienable rights was equally radical: The received truth even in the 18th century—centuries after the Magna Carta—was that political "rights" were spoils that went to the stronger. The politically correct concepts of equality and universal civil rights written into the Declaration of Independence were middle-class extensions (and secularizations) of the theological principle that all humans are equal before God and possess a birthright to eternal life in his presence. The authors of the Declaration, like other radical, middle-class thinkers of the day, simply extended equality and rights from the afterlife to this life—from the eschatological to the political.

Just how deeply entrenched the ancient pre-democratic "truths" were then and remain today is evident, again, from history. When Jefferson and others said all men, they meant—or at least the political institutions they created seem to suggest they meant—white, land-owning males 35 years of age or older. Even these "politically correct" radicals found it difficult to extend their own principle of equality and universal inalienable rights to the entire population of the new country.

And the history of equality and civil rights in the United States alone—by definition a "politically correct" country, a nation conceived in political truths that had to be argued for, legislated, and enforced—shows that conservative resistance to the "political correctness" of democratic thought has continued unabated to our day.

The right to liberty had to be extended to blacks by Presidential proclamation in 1863. The right to vote was still being legally denied Southern blacks in the 1960's. Blacks' right to the pursuit of happiness continues to be jeopardized today through prejudicial treatment at the hands of employers, credit managers, landlords, retail sales personnel, and the like.

The right to vote was not extended to women (who were, after all, not explicitly mentioned in the Declaration, which promised equal rights to "all men") until 1919, and then by an amendment to the Constitution. In 1923, women's equal rights were still perceived by a significant number of Americans as so jeopardized by discriminatory legislation that the Equal Rights Amendment was introduced in Congress, stating: "Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex."

This "politically correct" position would seem to be implied and required by the "politically correct" Declaration of Independence; but it did not pass the U.S. Senate until March 1972, and in 1982, after a three-year extension of the deadline, it failed to be ratified by a majority of the states.

Why do conservatives continue to resist the "political correctness" of equality and civil rights? Why do they do so in the name of "traditional American values"? (The values they uphold may be "traditional," but the traditions are medieval and were explicitly rejected by the founding fathers.) Why do they attack democratically minded academics for "shoddy scholarship" in media diatribes that ignore the true history of American political correctness?

Can it be simply that democracy is politically correct in the United States (as opposed to, say, Nazi Germany or the recently deceased Soviet Union), and political correctness is democratic—and these conservative thinkers are antidemocratic? If so, the media battles would be clarified immensely by a little honesty on conservatives' part: Let them openly condemn equality and civil rights; let them forthrightly condemn the dem-

ocratic values on which this country was founded.

If not—if they do truly believe in traditional American values—the media battles would dry up and blow away if conservatives could stop, think, and ask themselves whether the multicultural values and other threatening "pc" positions they attack might not be essential to American democracy.

DOUGLAS ROBINSON  
Professor of English  
University of Mississippi  
University, Miss.

TO THE EDITOR:

The dark line that John M. Ellis draws between academic social activists and theorists in "The Origins

of PC" seems to resemble the one usually drawn around the ivory tower of campuses by those in the so-called real world. Each line inhibits, rather than fosters, exchanges in the marketplace of ideas.

Ellis identifies as "the root of the problem" the differing mind-sets of the polarized types he describes in his derogation of political correctness; he condemns the activists for being interested only in winning, in imposition through political power.

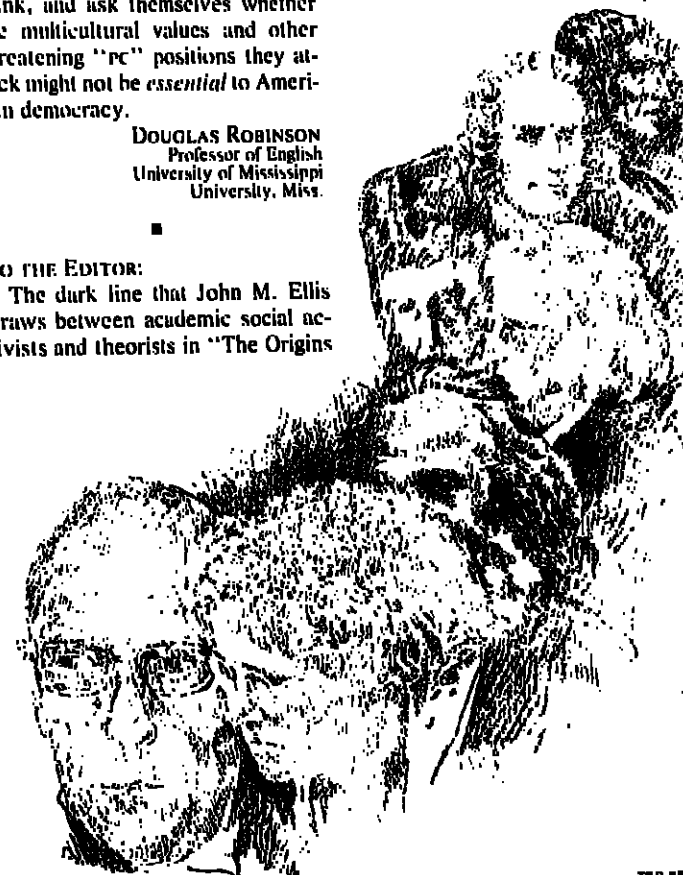
But how, in Ellis's terms, can anyone win a debate about "cultural relativism" or "celebrate ethnicity" to gain political power? In fact, what "gun" is being held to whose head?

Such imagined struggles serve only to counter what Ellis claims as the only desire of the theorists, to engage in real debate. His descriptions perpetuate a dangerous subtext—advocacy of disengagement of

theorists from the discussion if they find themselves to be among activists.

I seek here to break through the imaginary Ellis boundaries, because I am outside of academe but wholly dependent on it—on its theorists and activists—to stimulate intellectual discussion in, of all places, a court room.

Over the years, I and my legal colleagues and adversaries have



societies and the hegemony of institutionalized states over newly independent ones. He rests his assault on PC on a tradition of Western "self-doubt," explaining away rather than confronting contemporary power relationships.

Had Ellis taken the stance of the true theorist, one who is, as he puts it, "intrigued by the structure of arguments," he would have been aware that the structure of his own argument was that of an activist. The questions of domination in the modern world will not be illuminated by counterpunching.

JULIE R. BENJAMIN  
Associate Professor of History  
Ithaca College  
Ithaca, N.Y.

## We may never know if de Soto camped here

TO THE EDITOR:

The article on the efforts of Charles Hudson and his associates to track Hernando de Soto manages to give an impression that their views have achieved consensual status in the field ("16th-Century de Soto Expedition Offers Scholars a Look at Earliest Encounters Between 2 Civilizations," December 18). This is far from being the case. While it is true that they have assiduously propagated their theories for a decade or more, it is as true that many historians (including myself) and archaeologists have exposed fundamental flaws in their operating methodology.

These include such practices as the almost exclusive use of translations; uncritical use of the sources for de Soto's expedition, as well as undue reliance on the least reliable of them, Inca Garcilaso's *La Florida del Ynga*; arbitrary and capricious decisions regarding distance and direction of travel; dubious inferences from the exiguous archaeological evidence, including numerous unprovable site correlations; and an unwillingness to address openly any criticisms of their conclusions.

Their reliance on the "empty quarter" argument has been shown time and again to be misplaced. Moreover, the skeletal evidence from the King site, which is described as yielding "90-percent agreement," is in fact open to other interpretations that are at least as plausible, if not more so, than the one Robert L. Blakely advances.

It is probably true that we will never know with comfortable certainty that "de Soto camped here," but for the moment, it is reasonable to suggest that the route devised by John Reed Swanton over 50 years ago has as much epistemological standing as that now advocated by Hudson *et al.*

In the meantime, it would be a pity if there were a widespread impression that closure has been reached.

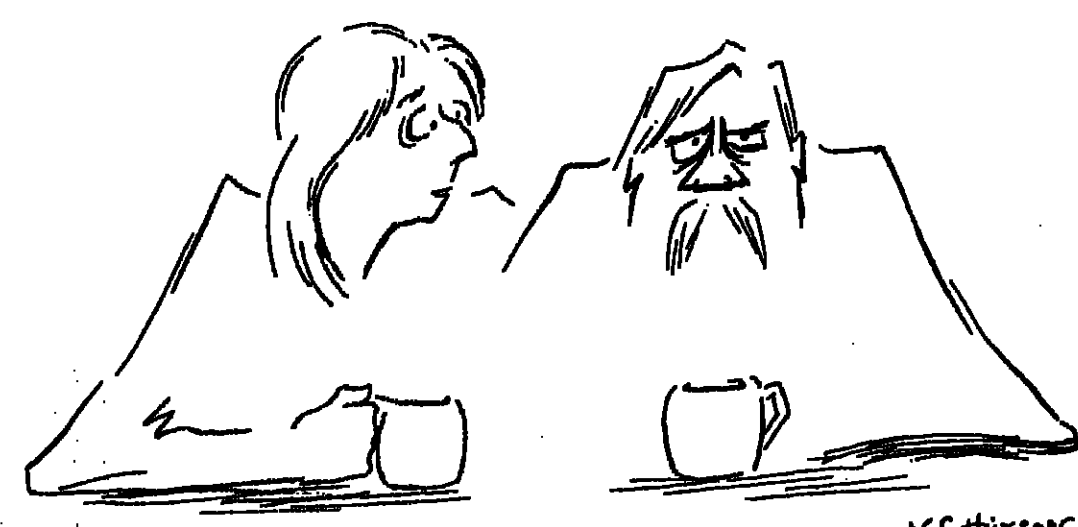
DAVID HENIGE  
African Studies Bibliographer  
University of Wisconsin at Madison  
Madison, Wis.

TO THE EDITOR:

I am neither an archaeologist nor an anthropologist, but I have followed a great deal of the discussion concerning de Soto's route and have published short articles on this subject.

In my opinion, this controversy has by no means been settled, as your story seems to imply. Charles Hudson has presented his views with vigor, but there remain many unanswered questions which militate against accepting them in their entirety. His route reconstruction is

Continued on Page B6



Look, Harvey, the only reason you're depressed is that you're letting yourself be bound by conventional standards. I think that writing 5,383 multiple-choice questions is a contribution to literature.





The restored 1925 Wurlitzer theater organ in George Mason University's Harris Theater can recreate the sounds of everything from trumpets to triangles to train whistles. The instrument has two manuals and about 900 pipes.

## The Restoration of a 'Mighty Wurlitzer'

After extensive work, a 1925 theater organ is now installed at George Mason U.

By Lawrence Biemiller

ON THE PHONE, George R. Johnson, Jr., is spilling out facts about the Wurlitzer organ he restored and installed at the Harris Theater at George Mason University. Two manuals. Eight ranks of pipes—maybe 900 total. Built 1925. Heyday of theater organs. Started out playing for silent movies in the old Rialto up on Ninth Street in Washington. Cheaper to pay one organist than a pit full of musicians. Later accompanied gospel choirs in a black Baptist church for 20, 25 years. Owned now by the Potomac Valley Theatre Organ Society, which talked the university into offering the organ a home.

Mr. Johnson suggests a "cook's tour" of the instrument, and gives directions to meet him at his home—he's retired from the phone company. Turns out he has a Wurlitzer of his own, down in the basement. The console sits between the model railroad and the furnace. The pipes are in another room, some lying sideways be-

cause the ceiling is so low. Movable louvers—called swell shades—are set in the pipe-chamber wall. A pipe plays at only one volume; if you want to hear "Chopsticks" louder, you open the louvers. If you want it louder still, you add more stops, so more pipes are playing.

"Wurlitzer built 2,234 instruments in the theater-organ category," says Mr. Johnson, sitting down at the console. "This is No. 815. About 65 per cent of them survive, but only 30 or 40 instruments are in their original locations."

"Basically, you start with a classic organ, a church organ," Mr. Johnson says, flipping down a stop tab marked Diapason and playing a few sedate bars of "O Holy Night." Diapason is the sound most people think of as belonging to organs.

"Now, with a theater organ you add Tremolo," he says, starting in on the *Cats* hit "Memories." He flips down the Tremolo tab above the top manual, and the familiar vibrato of a hundred soap-opera themes fills the basement.

"You also have what we call Tibia—

kind of a fat flute." He flips another tab and the notes become rounder, fuller. "Organ enthusiasts like to say the Tibia adds sex."

"The Vox Humana, that's supposed to represent the human voice," Mr. Johnson says. Another tab, a few more bars of Andrew Lloyd Webber. "Now, your tuned percussion." Off go Tibia, Vox Humana, Diapason. "Xylophone." Tab. Two more bars of "Memories," on a real xylophone somewhere in the pipe room. "Glockenspiel." Tab. "Chrysoglott." Tab. "C-H-R-Y-S," he spells. "Kind of a harp sound." Think of the theme from "Mr. Rogers' Neighborhood."

"Your traps," Mr. Johnson announces. "A real bass drum." Boom! "Cymbal." Crash! "Snare drum." Rat-tat-tat-tat-tat! "Tamborine." Sounds are coming faster than the pen can capture them. "Castanets," says Mr. Johnson. "Wood block." For a finale he loads a few bars of "To Dream the Impossible Dream" down with a little of everything. The walls rattle.

All that, and Mr. Johnson's Wurlitzer is



George Johnson, who restored the organ: "It can take an hour to get to something, two minutes to fix it, and an hour and a half to put everything back."

only a Style B, which was sold for neighborhood theaters with a few hundred seats. Mr. Johnson says most theater organs were purchased off the shelf, as it were. The instrument at George Mason is somewhat larger—a Style F—although it's still not large by pipe-organ standards.

"The Capitol Theater, up in the National Press Building—now, that had 3,000 seats and a three-manual, 17-rank Wurlitzer. Radio City has two consoles, 58 ranks—they've got everything. There was a pretty standard order of adding ranks of pipes. Up at 15 ranks, for instance, they'd put in a piano. Played like a player piano. Now certain things are very scarce. Orchestral Oboe, for instance. And Musette—there were only six sets made. It's a reed, very nasal, an accompaniment that you wouldn't use by itself. A theater organ has a lot of color reeds, to give more brilliance."

Wurlitzer started building theater organs in 1915, Mr. Johnson says. In 1927, the peak year, the factory turned out an organ a day. Production ended in 1938. Wurlitzer wasn't the only theater-organ manufacturer, but it was the most famous: Mr. Johnson says movie-house ads often referred to a "Mighty Wurlitzer" even if the instrument in question had been made by Kimball or Moller. He adds that organists who accompanied silent movies usually worked without scores, improvising from scene to scene according to the dictates of the plot.

By now Mr. Johnson is in George Mason's modern, 550-seat Harris Theater. He is climbing a stage-right ladder to a chamber crowded with pipes and the wind chests they sit on. Inside the chests are mechanisms that activate the ranks and the individual pipes within them. Small pieces of felt and leather are everywhere, along with rolls of black electricians' tape.

"Wurlitzer's workmanship is pretty nice," says Mr. Johnson, lifting out a Clar-

inet pipe to show off its solder joints. "They're real pipe makers." The organ's smallest pipe, as thin as a pencil, has a speaking length of about half an inch. The 16-foot Tubas, over in the stage-left chamber, are so big they're folded like giant paper clips.

"This is a Violin," says Mr. Johnson, pulling out a pipe with a tiny wooden roller just under its mouth. "That's called a

Organists who accompanied silent movies usually worked without scores, improvising from scene to scene according to the dictates of the plot.

beard. It's part of the voicer's art. The nicks in the mouth there are to speed up the attack."

"Dust and dirt affect the sound," he adds, pulling a dead bug out of the toe of another pipe. Changes in temperature and humidity are worse. If a pipe stops playing for one reason or another, getting to the problem—especially if it's inside a wind chest in the middle of the room—can be more difficult than fixing it. "It can take an hour to get to something, two minutes to fix it, and an hour and a half to put everything back," Mr. Johnson says.

On a wall opposite the pipes are some of the new electronic circuit boards that Mr. Johnson installed during the restoration, which he undertook as a volunteer and a member of the theater-organ society. "The original pneumatic relay was six feet square by two feet thick," he says. "Now all you have is a few boards a few inches thick."

After climbing back down the ladder, Mr. Johnson turns on the blowers that fill the wind chests and give the theater a just-palpable fullness familiar in the precincts of pipe organs. He rolls the console out of

its backstage shed, trailing an orange-and-grey umbilical of finger-thick cables. At center stage, Mr. Johnson climbs onto the bench, surveys the stop tabs, and experiments with buttons that engage pre-set combinations. A few Diapason bars of "Memories" drift gently down, and then are suddenly louder and wonderfully overlaid with bells. He adds more stops, more volume. Then pedal stops—16-foot Bourdon pipes rumble beneath a melody carried on eight- and four-foot stops coupled together.

Truth be told, Mr. Johnson is showing off a bit. "Triangle," he says, holding down a key as a triangle sounds above stage left. "Kettle drum. Oogah-horn. Train whistle. Fire gong. Doorbell." It is impossible not to laugh. Coupler tabs allow him to sound pipes an octave apart from the same key, or to shift solo ranks down to the lower manual, normally reserved for accompaniment ranks, or even to the pedals. A "second touch" system lets him play one pipe on a key and then—for effect—press it down past an intermediate spring to add another pipe an octave lower. He demonstrates with a few ominous notes from *Phantom of the Opera*.

The university's symphony has used the organ once, Mr. Johnson says, but otherwise neither students nor faculty members have shown any interest in exploring its considerable potential. Several times a year the theater-organ society offers public programs at the theater, sometimes with guest artists and usually with a few silent movies and maybe a sing-along session. Mr. Johnson says most of the people who come are senior citizens.

He doesn't play during the programs himself—he makes no claims about his musicianship. Even at home his playing "goes in spells," Mr. Johnson says. "I read well, but I don't memorize well." The real fun, he says, is in "working on it and letting somebody else play it."











### LECTURER/SENIOR LECTURER Department of Parks, Recreation and Tourism

Applications are invited from suitably qualified men and women for the position of Lecturer/Senior Lecturer in the Department of Parks, Recreation and Tourism.

Lincoln is one of two universities in Canterbury, New Zealand. It specializes in Commerce, Management, Agriculture, and Resource and Recreation Management. It has a rural setting and is only twenty minutes by car from Christchurch, the major South Island city. Christchurch is serviced by an international airport, with direct flights to Australia, the Pacific, and South East Asia.

The appointee will be responsible for developing and teaching subjects, or parts of subjects, at undergraduate and postgraduate levels in recreation management, including management of arts, sport, parks, recreation and tourism or other related fields. In addition, the appointee will develop and teach subjects in at least one of the following areas:

- (1) Social science research methods within parks, recreation and tourism and related fields.
- (2) Recreation for special populations, including the recreation needs of people with physical or psychological impairments or who are disabled or disadvantaged as a result of illness, accident, or age.

Applicants should have a Ph.D. level qualification in parks, recreation and tourism or related disciplines, but a good Master's degree will be considered. Prior teaching, research, and professional experience will be regarded favourably. The ability to supervise postgraduate student research is essential.

Commencing salary will be established within the following ranges:

Lecturer	\$N237,440-\$N249,088 per annum
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Conditions of Appointment and method of application are available from the undersigned. Please quote vacancy number 92/03 when making enquiries. Applications close on 28 February 1992. Lincoln University is committed to a policy of equal opportunity in education and employment.

A.J. Sargison, Registrar  
P.O. Box 94  
Lincoln University  
Canterbury, NEW ZEALAND  
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### DEPUTY VICE-CHANCELLOR

Melbourne

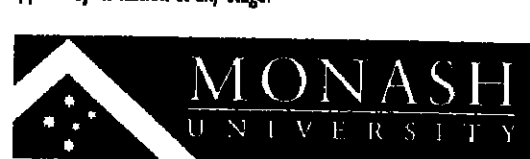
Monash University is one of Australia's largest universities with an international reputation for research and teaching. The University is seeking an experienced academic administrator for a term of seven years to act as Deputy Vice-Chancellor. The successful candidate will be responsible for the day-to-day management of the University and will have broad communication and leadership skills.

The University places great importance on research, and the successful appointee will, to a large degree, represent the University to the internal affairs of the University and will represent the University to the Vice-Chancellor as required.

Applicants will be distinguished scholars who have demonstrated level abilities as academic administrators. An attractive salary package will be negotiated.

Further details about the position may be obtained by contacting the Registrar, Mr A.L. Pritchard, Monash University, Clayton, Victoria 3168, Australia, facsimile 61-3-565 2016.

Applications should reach the Vice-Chancellor not later than Friday 27 March 1992. Council reserves the right to make no appointment or to appoint by invitation at any stage.



**Accounting:** Carroll College, a liberal arts, Catholic undergraduate college seeks to fill an accounting position. Located in a beautiful mountain setting, the college does most of its 1300 students from the Pacific Northwest. The successful candidate will teach a variety of courses, primarily in accounting with the possibility of teaching in the business school. Responsibilities include advising students and overseeing work. Carroll prides itself on its teaching and personal attention toward students and it is therefore expected that the candidate interact with students. Ph.D. or M.A. preferred. Master's with a professional certification required. Salary range: \$25,000-\$33,000. Review of candidates will begin March 1. EOE/AAE employer. Women and minorities are encouraged to apply.

**Accounting:** Assistant/Associate Professor of Accounting: tenure track, Ph.D. in Business Administration required. Salary: \$25,000-\$33,000. Review of candidates will begin March 1. EOE/AAE employer. Women and minorities are encouraged to apply.

**Accounting:** Assistant/Associate Professor of Accounting: tenure track, Ph.D. in Business Administration required. Salary: \$25,000-\$33,000. Review of candidates will begin March 1. EOE/AAE employer. Women and minorities are encouraged to apply.

### BEIRUT UNIVERSITY COLLEGE Faculty Positions Available In Beirut and Byblos, Lebanon

Beirut University College, located in Lebanon with campuses in Beirut, Byblos and Sidon, is interested in receiving applications from persons who will have completed the terminal degree in their specialties (in most areas, the doctorate) by the date for which the appointment is sought.

Beirut University College is mainly an undergraduate college with graduate programs in business studies and computer science. It is chartered by the Board of Regents of the University of the State of New York and has a total enrollment of about 3,500 students. BUC is an equal opportunity employer; however, since United States citizens are, at present, not allowed to travel to or reside in Lebanon, applications from U.S. citizens cannot be considered until this restriction is lifted.

Openings are available in the following fields:

- Computer Science
- Business Studies
- Accounting, Management, Marketing
- Education
- TEFL and Elementary Education
- Fine and Applied Arts
- Advertising, Interior Design, Computer Design
- History
- Library Science
- Sociology and Anthropology
- Psychology
- Physical Education and Sports Management
- Architecture

Vitae may be sent to:

Academic Deans  
Beirut University College  
475 Riverside Drive, Room 1846  
New York, New York 10115-0065  
Tel: (212) 870-2592  
Fax: (212) 870-2762

Interviews will be conducted between April 15 and April 30, 1992 in New York City or in Washington, DC (if possible) or at a time arranged by job candidate and the dean.

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### DIRECTOR OF THE IRISH CENTRE FOR TALENTED YOUTH.

The Centre for Talented Youth Ireland (CTYI) is a new initiative by Dublin City University, in cooperation with the Johns Hopkins University and supported for a three-year period by the Dublin City University Educational Trust. The Centre will identify high ability children from diverse social and economic backgrounds and help them reach their full potential through stimulating summer programmes.

The Director will be at Lecturer/Senior Lecturer level, depending on experience, with a good record of teaching and research in any discipline. Provision will be made for the Director to perform limited teaching and supervisory activities within DCU, but the main task will be the promotion and management of the Centre. More important than educational background are drive, entrepreneurial skills and the ability to select and motivate a wide range of staff.

Further details concerning the Centre and Application form are available from the Personnel Office (Tel: 7045149), Dublin City University, Dublin 9. Candidates wishing to discuss the development of CTYI informally may telephone Professor Alastair Wood (7045292). Applications close on 21st February 1992.

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The City Polytechnic of Hong Kong is a well established degree granting institution in Hong Kong. Its current student population is 12,500 and the number is expected to grow to 20,000 by the mid-1990s. The Polytechnic is committed to excellence in teaching and research and to a close relationship with the community and industry. The medium of instruction is English.

Applications are invited for the following headship position with the possible title of Professor:

### FACULTY OF HUMANITIES & SOCIAL SCIENCES

#### Head of Department of Chinese, Translation and Linguistics

The Department of Chinese, Translation and Linguistics offers undergraduate and postgraduate degrees in translation and interpretation, and a bachelor's degree in applied linguistics with emphasis on computational linguistics that covers speech and text processing of Chinese and English.

Head of Department will be expected to provide strong academic leadership in the development of teaching and research in the Department. Experience in the management of an academic department would be an advantage. Initial appointment will be on a four-year contract with interim reappointment. Candidates who wish to be considered for the title of Professor should indicate this clearly on application.

#### Qualifications for Appointment

Candidates should possess appropriate academic and professional qualifications, substantial relevant experience in tertiary education, and a successful record of research and scholarship.

#### Salary and Conditions of Service

Salary band HK\$51,750 (US\$11,875) approximately per month plus a gratuity equal to 25% of the basic salary over the contract period and generous fringe benefits.

#### Further Information and Application

Further information concerning the post and the Polytechnic can be obtained from the Personnel Office, City Polytechnic of Hong Kong, 83 Tat Chee Avenue, Kowloon, Hong Kong. Tel: 2883333. Applications in the form of a current curriculum vitae with the names of three academic referees should reach the Personnel Office by 29 February 1992.

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### GOLDSMITHS' COLLEGE University of London

#### Appointment of The Warden

Arising from the retirement of Professor Andrew Rutherford, the Wardenship of Goldsmiths' College will become vacant on 1 October 1992.

The Council of the College, which is the only multi-faculty School of the University in South East London, has established a Committee to recommend an appointment to the post. The Committee invites applications or enquiries from persons wishing to be considered for the Wardenship.

Further details may be obtained by writing to the Chairman of Council, c/o the Secretary's Office, Goldsmiths' College, University of London, New Cross, London SE14 6NW.

The Committee will not restrict its consideration to those making application under this advertisement.

The College is an equal opportunities employer.

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### Visiting Professor of Accounting with special interest in international aspects

We are seeking an energetic and enthusiastic researcher and teacher to join a growing business school with excellent resources and lively exchanges with European and Transatlantic universities.

The job involves developing accounting in our study programs and research, particularly with regard to international aspects of financial and management accounting. The position involves cooperation with university colleagues and practitioners. The applicant is expected to take lead in that work.

The Business





## SCHOOL OF EDUCATION Valdosta State College

**EARLY CHILDHOOD AND READING EDUCATION**—Two positions (tenure track). Teach and advise students, provide service to public schools, write grants, and conduct research. Position 1: Associate Professor. Qualifications: Earned doctorate in early childhood, science education or a related field. Public school teaching experience is required. Position 2: Assistant Professor. Qualifications: Earned doctorate in early childhood, social studies education or a related field. Public school teaching experience is required.

**EDUCATIONAL ADMINISTRATION AND SUPERVISION**—Two positions: One Assistant Associate and one Associate/Full Professor (tenure track). Teach and advise graduate students, conduct research, and participate in all programs, including off-campus assignments. These two faculty members are expected to assist with the department's efforts to develop a doctoral program with an emphasis on applied research. Programs include M.Ed., Ed.S., and a cooperative Ph.D. with Georgia State University. Qualifications: Earned doctorate in educational administration or related area and public school administrative experience are required. Directing dissertation research and an established record of research and publication are also required.

**HEALTH, PHYSICAL EDUCATION AND ATHLETICS**—Instructor/Assistant Professor (tenure track). Teach undergraduate basic health and activity courses in the Department. Qualifications: Earned doctorate or ABD preferred, master's degree required in physical education or a related field. Not Cross First Aid and WSI certification desirable.

**PSYCHOLOGY, COUNSELING AND GUIDANCE**—Two positions. Responsibilities: Teach undergraduate and graduate courses on- and off-campus in existing programs and in specialty area, advise students, participate in service to the College, community, and professional organizations, assist with program development, evaluation, and develop a record of scholarly accomplishments. Qualifications: Position 1: Assistant/Associate Professor—Counselor Education Program (tenure track). Earned doctorate or ABD preferred, master's required in counseling, with specialization or emphasis in elementary school counseling. Elementary school counseling experience preferred. College teaching experience desired, as well as evidence of scholarly potential. Position 2: Assistant/Associate Professor (tenure track). Earned doctorate in psychology. College teaching experience desired, as well as evidence of scholarly potential.

**SECONDARY EDUCATION/INSTRUCTIONAL TECHNOLOGY**—Instructor/Assistant Professor (tenure track). Instructional Technology Lab Coordinator: Coordinate the activities of the I.T.L. Supervise staff and student workers, assist faculty and students, and teach workshops on the use of instructional technology in teacher preparation programs. Qualifications: Earned doctorate in Instructional Technology preferred; master's degree in educational, communication, or technology area will be considered. Experience required in technology and management, including knowledge and skill in interpersonal relations, equipment set-up, operation of microcomputers (MAC, IBM, APPLE), video, CD-ROM, and selection of software and hardware.

**VOCATIONAL EDUCATION**—Two positions. Assistant/Associate Professor (tenure track). Position 1: Teach and advise students in business education/microcomputers, provide service to public schools, and conduct research. Programs include baccalaureate, master's and specialist. Qualifications: Earned doctorate or ABD preferred, master's required in business education or a related field. Public school or postsecondary teaching experience and potential for research and publication are also required. Position 2: Teach trade and industrial teacher education courses and general vocational education teacher education courses. Qualifications: Earned doctorate or ABD preferred, master's required in trade and industrial education or a related field. Public school or postsecondary teaching experience and potential for research and publication are also required. Teaching ability in microcomputer applications beneficial.

For all positions:

**Salary/Contract:** Salary commensurate with qualifications. Nine-month contract with the possibility of summer teaching. (Note: The Secondary Education position has a twelve-month contract.)

Starting Date: September 1, 1992.

**General Information:** The School of Education contains eight departments. The educational curriculum is accredited by NCATE. Valdosta State College is a unit of the University System of Georgia. It is accredited by SACSC. Enrollment is approximately 7,500 students. Faculty receive all benefits provided by the University System of Georgia, including hospital and major medical insurance, group life insurance, and participation in the Georgia Teacher's Retirement System and Social Security. Valdosta, a city of approximately 50,000 people, is located off Interstate 75 and is 15 miles from the Florida state line.

**Applications:** Send letter of application specifying position sought, résumé, names and phone numbers of three references, and transcripts to:

Dr. Robert O. Michael  
c/o Dean's Office  
School of Education  
Valdosta State College  
Valdosta, Georgia 31698

**Closing Date:** Application materials should be received by March 1, 1992, in order to receive full consideration.

All positions are subject to funding approval.

An Equal Opportunity, Affirmative Action Employer

**Aviation Maintenance Technology:** The College of Technical Careers at Southern Illinois University at Carbondale is seeking qualified applicants for the position of Assistant Professor within the College's Aviation Maintenance Technology program by August 15, 1992, or until acceptable applicant is found. This position is a continuing position and may lead to tenure. Qualifications: Master's degree in Business, Education or aviation-related field required. Successful applicant must possess an AEP license and must be a graduate of an FAA approved institution. Minimum two years full-time aviation industry experience preferred. Successful postsecondary teaching experience in the primary teaching areas preferred. Inspection Authority on preferred. Must show demonstrated interest in research/educational activities and professional organizations/activities. Responsibilities: Teach and advise students in the Aviation Maintenance Technology program. FAA Part 147 approved instructor and powerplant certificate. Participate in program evaluation and development. Participate in committee involvement in program, college and university development. Submit scholarly research and professional papers for publication and write instructional grant proposals in this area of research. Supervise one or more laboratory assistants. Requirements: Ph.D. or equivalent in Biochemistry or related field with specialization in molecular biology research with specialization in the specific area of biomolecular mechanisms. Plan and perform experiments in the laboratory. Write manuscripts for publication and write instructional grant proposals in this area of research. Supervise one or more laboratory assistants. Requirements: Ph.D. or equivalent in Biochemistry or related field with specialization in molecular biology research with specialization in the specific area of biomolecular mechanisms. Plan and perform experiments in the laboratory. Write manuscripts for publication and write instructional grant proposals in this area of research. Supervise one or more laboratory assistants.

**Biochemistry / Biology:** Full-time, tenure track position with potential for advancement. Department of Biology and Chemistry, Valdosta State College. Salary commensurate with qualifications and experience. Liberal fringe benefits package. Teaching experience preferred. Master's degree in Biochemistry, Molecular Biology, or related field. Public school or postsecondary teaching experience and potential for research and publication are also required. Position 2: Teach trade and industrial teacher education courses and general vocational education teacher education courses. Qualifications: Earned doctorate or ABD preferred, master's required in trade and industrial education or a related field. Public school or postsecondary teaching experience and potential for research and publication are also required. Teaching ability in microcomputer applications beneficial.

## The University of Wyoming Announcing a Position in Mathematics Education in The College of Education and The Department of Mathematics of the College of Arts and Sciences of the University of Wyoming

The only four-year university in Wyoming, the University of Wyoming has an enrollment of approximately 10,000 students. If you are interested in joining a faculty which is designing innovative teacher education programs including elements of teaching and interdisciplinary approaches and feel you qualify for the position listed below, your application is invited.

Candidates should have a doctorate in mathematics or mathematics education and have demonstrated ability to interact in both the Mathematics Department and the College of Education.

The position will entail the development and teaching of methods courses in mathematics education for both elementary and secondary education majors. In addition, the successful applicant will be expected to conduct graduate level seminars in mathematics education and to work with the Mathematics Department in developing and teaching mathematics courses.

The position also involves some undergraduate advising as well as directing Master's and Ph.D. students. Participation in outreach will also be expected.

Salary and rank are commensurate with experience and qualifications. A personal microcomputer, graduate assistance and an adequate travel budget will be provided. In addition, a reduced teaching load to accommodate funding and research activities will be made available.

Screening will begin March 10, 1992, and continue until the post is filled. Send résumé and three to five letters of reference directly to:

A. Duane Porter  
Mathematics Education Search Committee  
Mathematics Department  
P.O. Box 3036, University Station  
Laramie, Wyoming 82071

## TC UNIVERSITY OF NEBRASKA-LINCOLN Special Education

Seek Assistant Professor of Special Education, tenure-track, in the Department of Special Education and Communication Disorders. Will participate in all aspects of undergraduate and graduate level training programs for teachers of students with mild handicaps including mainstreaming of students. Must actively pursue a program of research publishing/external grant support.

Requires Ph.D. with emphasis in special education. Prefer experience working with students with special needs. Must have knowledge of state-of-the-art instructional strategies and programming for children and adolescents in special and regular education programs. An established record and/or potential for scholarly productivity is required. Salary will be commensurate with training and experience.

Screening of applicants will begin March 1, and continue until a candidate is hired. Send letter of application, professional vita, and three current letters of recommendation to:

Dr. Pat Miranda, Chair  
Search Committee, Special Education and  
Communication Disorders  
University of Nebraska-Lincoln  
Lincoln, Nebraska 68583-0732

Affirmative Action, Equal Opportunity Employer

## ASSOCIATE OR FULL PROFESSOR EDUCATIONAL ADMINISTRATION Southern Connecticut State University

The Department of Administration and Supervision in the SCSU School of Education invites applications and nominations for a full-time, tenure-track position in sixth year professional programs, for the preparation of superintendents of schools and intermediate administrative supervisors at building and district levels. Each candidate must have successfully completed, or nearly completed, a doctorate in educational administration and have a minimum of five years' administrative experience, two of which must be at a central office level, preferably as superintendent of schools. Teaching ability administrative interests, and service to public schools is essential. Position available: August 24, 1992, subject to availability of funding.

Minority candidates are encouraged to apply and identify themselves. A letter of interest, résumé, and names/addresses/phone numbers of three references should be sent by February 15, 1992, to: Dr. Jane W. Ruck, Chairperson, Administrative Supervision Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

**Biochemistry / Research:** Biochemist / Research Scientist, State Island, To develop and conduct research in the specific area of biomolecular mechanisms. Plan and perform experiments in the laboratory. Write manuscripts for publication and write instructional grant proposals in this area of research. Supervise one or more laboratory assistants. Requirements: Ph.D. or equivalent in Biochemistry or related field with specialization in molecular biology research with specialization in the specific area of biomolecular mechanisms. Plan and perform experiments in the laboratory. Write manuscripts for publication and write instructional grant proposals in this area of research. Supervise one or more laboratory assistants.

## Wayne State University Associate or Full Professor Specializing in Dispute Resolution Research

Wayne State University's College of Urban, Labor, and Metropolitan Affairs (CULMA) seeks a senior scholar in dispute resolution theory. Applicants should have a Ph.D. and extensive experience in the field of dispute resolution, including approximately 13,000 graduate and professional students, in a 175 fields. Its main campus is in Detroit's University Cultural Center district.

The appointee will be expected to assume leadership in the development of a curriculum, particularly relating to CULMA's new Master's in Dispute Resolution Program implemented in conjunction with Wayne State's Health Education Program in Mediating Theory and Democratic Systems.

Tenure will be granted in the corresponding academic discipline, i.e., CULMA. The appointee will be expected to maintain a high level of productivity; the teaching load is expected to be one course per semester. Support is available for graduate research assistants and postdoctoral fellows. Salary is highly competitive and commensurate with qualifications and experience.

The position is available September 1992; applicant review will take place until the position is filled. Applications of minorities and women are encouraged. Applicants should send a letter of interest, curriculum vitae, names, addresses, and phone numbers of three references to:

Dr. Frederic Pearson  
Chair of Search Committee and  
Director, Center for Peace and Conflict Studies  
2119 Fordham Administration Building  
Wayne State University  
Detroit, MI 48202

Wayne State University is an equal opportunity, affirmative action employer.

## UIC The University of Illinois at Chicago

### JANE ADDAMS COLLEGE OF SOCIAL WORK

Invite applications to fill the newly  
created position of Associate Dean  
(effective August 1992)

Position:

- Support and stimulate faculty research
- Create an atmosphere among faculty that encourages limited and nurtured research
- Develop a positive and working network with internal, state, and national funding sources
- Develop systematic arrangements for academic service agency collaboration in practice relevant research
- Promote technical assistance to faculty in the design and preparation of research proposals

Qualifications:

- Doctorate in Social Work or related field
- Master of Social Work preferred
- Demonstrated record of scholarly productivity
- Uninterrupted record of scholarship
- Knowledge of funding sources at federal and state government levels and of foundation
- Administrative and teaching experience

Rank and Salary:

- Must meet University requirements for tenure at the Associate or Full Professor level
- Salary is competitive and commensurate with experience
- 12 month appointment

Interested persons should submit a letter of application, curriculum vitae, a list of recent publications, and the names, addresses, and phone numbers of three references. Applications from ethnic minorities and women are welcomed. The search will remain open until the position is filled but screening will begin March 2, 1992. For early consideration, send application materials to:

Professor Don Morgan Knapick, Chairperson  
Search Committee for the Associate Dean  
Jane Addams College of Social Work (JAC-309)  
The University of Illinois at Chicago  
Box 4348  
Chicago, Illinois 60680

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

se to SA114278, Room 301, One Main Street, Brooklyn, New York 11201.

**Biological Sciences:** East Tennessee State University, Assistant/Associate Professor in Department of Microbiology for Ph.D. molecular biology. Research experience and applications in regulation of gene expression required. Department virology, cytology, regulation of cell function, regulation of viral genes and molecular physiology. Research interests include: molecular biology techniques to one or more of these areas, must establish themselves independent and collaborative research programs, and teach medical and graduate students. Minimum track position: Curriculum vitae, statement of research interest, and three references to be submitted by March 15, 1992, to: Dr. James H. Lamb, Jr., Ph.D., Chairman, Department of Microbiology, Box 70379, Johnson City, Tennessee 37602-0379. EEO is an Equal Opportunity, Affirmative Action Employer.

**Biological Sciences:** Assistant Professor. The Department of Biological Sciences at Eastern Michigan University is seeking an Assistant Professor level position in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology.

## Rice University Jesse H. Jones Graduate School of Administration

### Visiting Assistant/ Associate/Full Professor of Economics

The Jones Graduate School of Administration at Rice University is seeking a visiting faculty member for the Spring Semester of 1993 to teach two sections of Macroeconomics in the MBA program. The course is a two credit hour extending for ten weeks of the fifteen week semester. A Ph.D. and excellent teaching ability are required. The successful candidate will be expected to teach two sections of Macroeconomics in the MBA program. The course is a two credit hour extending for ten weeks of the fifteen week semester. A Ph.D. and excellent teaching ability are required.

Send vitae and student evaluations of teaching to Dr. Wilfred C. Uecker, Associate Dean for Academic Affairs, Jesse H. Jones Graduate School of Administration, Rice University, P.O. Box 1892, Houston, Texas 77251-1892. (713) 527-4869. An Equal Opportunity, Affirmative Action Employer.

## FORDHAM UNIVERSITY GRADUATE SCHOOL OF EDUCATION

### DIVISION OF CURRICULUM AND TEACHING

#### Is seeking an Early Childhood Educator

Director of Early Childhood Programs. Assist in the development and implementation of early childhood programs. Teach and coordinate early childhood programs. Must have a Ph.D. in Early Childhood Education or a related field. Must have a minimum of five years' experience in early childhood education. Salary is competitive and commensurate with qualifications and experience.

Dr. Carolyn Hedley  
Fordham University  
Graduate School of Education  
113 West 60th Street, 611-02  
New York, New York 10023

Fordham University is an Equal Opportunity Employer

## ALASKA PACIFIC UNIVERSITY

### Assistant Professor of Biology/Ecology

Faculty appointment in the Dept. of Natural Resources and Mathematics. Primary areas of teaching are biology, ecology, and natural resources. Earned doctorate required. Effective date of this nine-month appointment is August 15, 1992. Salary DOE. Benefits include life and health insurance, and TAA-CR retirement. Deadline for applications is March 15, 1992, or until filled.

Send résumé, transcripts and three letters of recommendation to Dr. Jim Brown, Alaska Pacific University, 410 University Drive, Anchorage, Alaska 99506.

Alaska Pacific University is an Equal Opportunity Employer.

**Biological Sciences:** Assistant Professor. The Department of Biological Sciences at Eastern Michigan University is seeking an Assistant Professor level position in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology.

## BULLETIN BOARD: Positions available

### UNIVERSITY OF SAN FRANCISCO COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences at the University of San Francisco invites applications for the following faculty positions anticipated to begin in the Fall of 1992. All positions are anticipated to be tenure-track, at the Assistant Professor level, unless otherwise noted. Tenure-track faculty members are expected to develop an independent and ongoing research program; new faculty members normally teach three courses per semester. University teaching experience, evidence of scholarship, and an earned doctorate are required for all positions. Consideration of applications will continue until the positions have been filled.

We particularly encourage minority and women applicants for all positions.  
The University of San Francisco is an Equal Opportunity and Affirmative Action Employer.

#### COMMUNICATION ARTS

**Communication Theory.** (c/o Richard E. Davis, Search Committee Co-Chair, Department of Communication Arts.) Doctorate in Communication preferred. Teaching responsibilities may include organizational dynamics, interpersonal communication, symbolic theory, rhetorical criticism and, particularly, small groups, persuasion, communication research and senior thesis direction. Desirable expertise: intercultural communication, forensics coaching, and organizational communication assessments and consulting.

**Mass Media Studies.** (c/o Steven Runyon, Search Committee Co-Chair, Department of Communication Arts.) Doctorate in Communication preferred; professional experience in the media industries desirable. Teaching responsibilities may include the critical analysis of media institutions and management (with an emphasis on electronic media), and topics in media and society. Additional teaching responsibilities may include mass media research, electronic media production, and internship coordination.

#### ECONOMICS

**Applied Econometrics.** Must have thorough knowledge of commonly used econometric time series analysis and general statistical packages such as TSP, SLIAMS, and SPSS, and ability to teach theory as well as applied courses with regular computer laboratory sessions. Teaching responsibilities may include econometrics, economic and business forecasting, and various levels of micro and macroeconomics. One-year Term Position.

**Money and Banking and Financial Markets.** Teaching responsibilities may include econometric analysis, modelling, forecasting, standard money and banking sequence, various levels of micro and macroeconomics; some courses may include regular computer laboratory sessions. The faculty member is expected to guide Master's degree students, and to assist in the development of an innovative multidisciplinary program in the Pacific Rim.

**Political Economy of the Pacific Rim.** Teaching responsibilities may include Pacific Rim trade, investment and finance, political and commercial institutions, econometric analysis, modelling, forecasting, various levels of micro and macroeconomics; some courses may include regular computer laboratory sessions. The faculty member is expected to guide Master's degree students, and to assist in the development of an innovative multidisciplinary program in the Pacific Rim.

#### ENGLISH

**Romantic and 18th Century Literature AND Modern British and/or Victorian Literature.** Some competence in second field is required. Familiarity with modern critical theory, continental literature or dramatic literature is desirable.

**Director of Undergraduate Writing Programs.** This post involves some teaching at the undergraduate and graduate levels. Some administrative experience is required. Assistant or Associate Level.

#### HISTORY

**East Asian History.** Doctorate in Chinese or Japanese history required. Teaching responsibilities may include upper-division courses in Chinese and Japanese history, as well as the lower-division East Asian history survey. One-year Term Position.

Applicants should submit a letter of application, curriculum vitae, transcripts, brief description of research plans, evidence of teaching ability, and three letters of recommendation to the appropriate Search Committee at the following address: University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco is a private Catholic and Jesuit institution with an enrollment of 6,500 students. The University's principal mission is the liberal education of students in the arts and sciences, as well as the preparation of professionals for education, nursing, business, and law.

undergraduate education. Send cover letter (indicating the position(s) for which you are applying) and curriculum vitae to the appropriate Search Committee at the following address: University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

**Biological Sciences:** Assistant Professor. The Department of Biological Sciences at Eastern Michigan University is seeking an Assistant Professor level position in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology.

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We particularly encourage minority and women applicants for all positions.  
The University of San Francisco is an Equal Opportunity and Affirmative Action Employer.

#### COMMUNICATION ARTS

**Communication Theory.** (c/o Richard E. Davis, Search Committee Co-Chair, Department of Communication Arts.) Doctorate in Communication preferred. Teaching responsibilities may include organizational dynamics, interpersonal communication, symbolic theory, rhetorical criticism and, particularly, small groups, persuasion, communication research and senior thesis direction. Desirable expertise: intercultural communication, forensics coaching, and organizational communication assessments and consulting.

**Mass Media Studies.** (c/o Steven Runyon, Search Committee Co-Chair, Department of Communication Arts.) Doctorate in Communication preferred; professional experience in the media industries desirable. Teaching responsibilities may include the critical analysis of media institutions and management (with an emphasis on electronic media), and topics in media and society. Additional teaching responsibilities may include mass media research, electronic media production, and internship coordination.

#### ECONOMICS

**Applied Econometrics.** Must have thorough knowledge of commonly used econometric time series analysis and general statistical packages such as TSP, SLIAMS, and SPSS, and ability to teach theory as well as applied courses with regular computer laboratory sessions. Teaching responsibilities may include econometrics, economic and business forecasting, and various levels of micro and macroeconomics. One-year Term Position.

**Money and Banking and Financial Markets.** Teaching responsibilities may include econometric analysis, modelling, forecasting, standard money and banking sequence, various levels of micro and macroeconomics; some courses may include regular computer laboratory sessions. The faculty member is expected to guide Master's degree students, and to assist in the development of an innovative multidisciplinary program in the Pacific Rim.

**Political Economy of the Pacific Rim.** Teaching responsibilities may include Pacific Rim trade, investment and finance, political and commercial institutions, econometric analysis, modelling, forecasting, various levels of micro and macroeconomics; some courses may include regular computer laboratory sessions. The faculty member is expected to guide Master's degree students, and to assist in the development of an innovative multidisciplinary program in the Pacific Rim.

#### ENGLISH

**Romantic and 18th Century Literature AND Modern British and/or Victorian Literature.** Some competence in second field is required. Familiarity with modern critical theory, continental literature or dramatic literature is desirable.

**Director of Undergraduate Writing Programs.** This post involves some teaching at the undergraduate and graduate levels. Some administrative experience is required. Assistant or Associate Level.

#### HISTORY

**East Asian History.** Doctorate in Chinese or Japanese history required. Teaching responsibilities may include upper-division courses in Chinese and Japanese history, as well as the lower-division East Asian history survey. One-year Term Position.

Applicants should submit a letter of application, curriculum vitae, transcripts, brief description of research plans, evidence of teaching ability, and three letters of recommendation to the appropriate Search Committee at the following address: University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

Established as San Francisco's first institution of higher learning in 1855, the University of San Francisco is a private Catholic and Jesuit institution with an enrollment of 6,500 students. The University's principal mission is the liberal education of students in the arts and sciences, as well as the preparation of professionals for education, nursing, business, and law.

undergraduate education. Send cover letter (indicating the position(s) for which you are applying) and curriculum vitae to the appropriate Search Committee at the following address: University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

**Biological Sciences:** Assistant Professor. The Department of Biological Sciences at Eastern Michigan University is seeking an Assistant Professor level position in the area of molecular biology. The successful candidate will be expected to teach and supervise graduate students and to conduct research in the area of molecular biology.

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## BULLETIN BOARD: Positions available

### UNIVERSITY OF SAN FRANCISCO COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences at the University of San Francisco invites applications for the following faculty positions anticipated to begin in the Fall of 1992. All positions are anticipated to be tenure-track, at the Assistant Professor level, unless otherwise noted. Tenure-track faculty members are expected to develop an independent and ongoing research program; new faculty members normally teach three courses per semester. University teaching experience, evidence of scholarship, and an earned doctorate are required for all positions. Consideration of applications will continue until the positions have been filled.

We particularly encourage minority and women applicants for all positions.  
The University of San Francisco is an Equal Opportunity and Affirmative Action Employer.

#### COMMUNICATION ARTS

**Communication Theory.** (c/o Richard E. Davis, Search Committee Co-Chair, Department of Communication Arts.) Doctorate in Communication preferred. Teaching responsibilities may include organizational dynamics, interpersonal communication, symbolic theory, rhetorical criticism and, particularly, small groups, persuasion, communication research and senior thesis direction. Desirable expertise: intercultural communication, forensics coaching, and organizational communication assessments and consulting.

**Mass Media Studies.** (c/o Steven Runyon, Search Committee Co-Chair, Department of Communication Arts.) Doctorate in Communication preferred; professional experience in the media industries desirable. Teaching responsibilities may include the critical analysis of media institutions and management (with an emphasis on electronic media), and topics in media and society. Additional teaching responsibilities may include mass media research, electronic media production, and internship coordination.

#### ECONOMICS

**Applied Econometrics.** Must have thorough knowledge of commonly used econometric time series analysis and general statistical packages such as TSP, SLIAMS, and SPSS, and ability to teach theory as well as applied courses with regular computer laboratory sessions. Teaching responsibilities may include econometrics, economic and business forecasting, and various levels of micro and macroeconomics. One-year Term Position.

**Money and Banking and Financial Markets.** Teaching responsibilities may include econometric analysis, modelling, forecasting, standard money and banking sequence, various levels of micro and macroeconomics; some courses may include regular computer laboratory sessions. The faculty member is expected to guide Master's degree students, and to assist in the development of an innovative multidisciplinary program in the Pacific Rim.

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#### ENGLISH

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**Director of Undergraduate Writing Programs.** This post involves some teaching at the undergraduate and graduate levels. Some administrative experience is required. Assistant or Associate Level.

#### HISTORY

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## University of Rochester School of Nursing

The University of Rochester School of Nursing continues to be a leader in the nursing profession by developing innovative programs in education, research and practice (unification model). The School of Nursing has an enrollment of 470 students (undergraduate, graduate and doctoral). The continuing development of the unification model now includes a new Community Nursing Center in addition to the historic relationship with Strong Memorial Hospital. The unification model offers unique opportunities for faculty/administrators seeking to integrate research, education and practice.

The following position is available:

### Chair of the Division of Health Restoration

Responsibilities include: Coordination of the Division's academic programs; promoting professional development of faculty; facilitating research to enhance the division; and management of personnel, budgets and resources. In addition, the Chair interfaces with clinical services in the Medical Center and community. The Chair of the Division of Health Restoration reports to the Associate Dean of Academic Affairs. Qualifications: Doctoral degree with Master's in nursing preferred; experience in teaching, practice, research and administration; credentials commensurate with tenure, or potential for tenure, appointment at the rank of Associate Professor or Professor; and eligible for NYS licensure as a Registered Professional Nurse.

Send letter of application and resume to:

Margaret Brody, M.S.N., R.N., University of Rochester School of Nursing, 601 Elmwood Ave., Box HWH, Rochester, NY 14642

An Equal Opportunity Employer



## MERCED Community College District announces the following positions for Academic Year 1992-93

| Instructors                         | Closing Date |
|-------------------------------------|--------------|
| Electronics                         | March 18     |
| History                             | March 28     |
| Vocational Nursing                  | March 12     |
| Mathematics                         | March 2      |
| Art*                                | March 2      |
| English*                            | March 2      |
| French*                             | March 2      |
| Counselor*                          | March 2      |
| Administrators                      |              |
| Dean of Instructional Services      | March 30     |
| Vice President of Student Personnel | April 10     |

\*The District will fill two faculty positions that may include combined assignments. Applicants must meet minimum qualifications of at least two of the four areas listed.

To request for job announcements and application forms, call (209) 384-6000.

Submit the following required materials by the closing date:

- 1) District application form
- 2) Letter of interest
- 3) Transcript
- 4) Placement file or résumé
- 5) Three recent letters of recommendation

Send to:

Janet Fujimoto  
Office of Human Resources  
Merced College  
3600 M Street  
Merced, CA 95348-2998

An Equal Opportunity, Affirmative Action Employer

## POSTDOCTORAL FELLOWSHIPS IN INTERNATIONAL PEACE AND SECURITY

The University of California's system-wide Institute on Global Conflict and Cooperation (IGCC) announces its third annual postdoctoral fellowship competition in international peace and security. The fellowships are for the 1992-1993 academic year and carry a stipend of \$30,000. Up to three fellowships will be made. The competition is open to new Ph.D. holders (1992) and recent (previous five years) recipients of the Ph.D. The postdoctoral fellows are required to be in residence at the IGCC on the University of California, San Diego campus. They are expected to complete a book, monograph or other significant publication during their period of residence, and devote two to five percent of their time to collaborative IGCC research. Preference will be given to fellows in the following areas: international environmental policy & development; security relations in the Pacific; and future arms control initiatives.

Applicants should submit: (1) a three-to-five page double-spaced statement of their interest in the project; (2) a curriculum vitae; (3) two letters of reference attesting to their professional competence and the importance of their projects; and (4) one or more writing samples. Send completed applications to Postdoctoral Fellowship Competition, IGCC (0518); University of California, San Diego; 9500 Gilman Drive; La Jolla, CA 92093-0518. Applications must be received by February 15, 1992 and award decisions will be made by March 15, 1992. The University of California is an Affirmative Action, Equal Opportunity Employer.

## Professor of Video 9-Month Salary: \$33,200

The Savannah College of Art and Design seeks applicants for a full-time faculty position in an expanding video department, beginning September 1992. The College offers BFA and MFA degrees in video and other visual arts and must possess a Master's degree. Preference will be given to candidates with teaching experience and professional experience. Women and minorities are encouraged to apply. Send cover letter, résumé, and reel of videotape to: Search Committee, SCAD, P. O. Box 3146, Savannah, Georgia 31402. AA/EEO.

## Music Education/Voice

Growing music program seeks to add a full-time faculty member to teach music education courses, voice, Music History Survey, Theory, and Eartraining I. A Doctorate is required. The ideal candidate will be a person who can work harmoniously in developing the Music Education Program while also being an accomplished vocalist who desires to be an active performer. An awareness of, and sensitivity to, the nature and mission of a small, Baptist-affiliated, liberal arts college is essential. Salary is negotiable depending on qualifications and experience. The deadline for applying is March 1st. Please submit résumé, official transcripts of all graduate level work and three letters of reference to:

Paul W. Bessley  
Academic Dean  
Bluefield College  
3000 College Drive  
Bluefield, VA 24605

**Business Administration/Quantitative Business Analysis:** Faculty position for teaching MBA program. Responsibilities include teaching courses in Quantitative Methods, Management Information Systems, and Computer Science. The position requires a Ph.D. and/or MBA with related course emphasis. Successful teaching experience at the MBA level is required. Professional business experience is desirable. Please send letter of application, curriculum vitae, and three letters of reference to: Dr. J. E. Bass, Jr., Director of the MBA Program, Palm Beach Atlantic College, P.O. Box 24708, West Palm Beach, Florida 33416-4708.

**Business Administration/Management:** Faculty position for teaching MBA program. Responsibilities include teaching courses in Organizational Behavior, Human Resource Management, and Management Information Systems. The position requires a Ph.D. and/or MBA with related course emphasis. Successful teaching experience at the MBA level is required. Professional business experience is desirable. Please send letter of application, curriculum vitae, and three letters of reference to: Dr. J. E. Bass, Jr., Director of the MBA Program, Palm Beach Atlantic College, P.O. Box 24708, West Palm Beach, Florida 33416-4708.



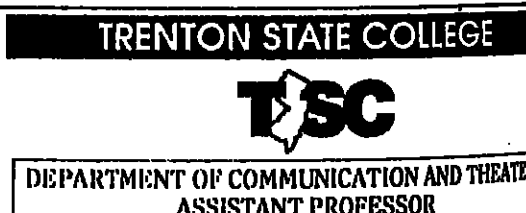
The University of Southern California (USC) is a research and teaching university with a commitment to making a significant contribution to professional practice at all levels. It is a major center of learning with over 28,000 students in degree programs through 18 professional schools, the College of Arts and Sciences, and the Graduate School. USC is one of only four AAU universities in the western half of the United States.

The School of Education seeks to make fundamental improvements in research practice in education, especially in large, multicultural settings. The School has an ORU-funded research center and research-driven programs to improve practice and policy in education. The School of Education and the Graduate School, USC is one of only four AAU universities in the western half of the United States.

**SCIENCE EDUCATION—Assistant Professor**  
Qualifications: Earned doctorate in relevant discipline; extensive teaching experience in science education; familiarity with current research in science education; especially in pre-collegiate education; demonstrated research competence in science education.

**READING/WRITING—Assistant Professor**  
Qualifications: Earned doctorate with specialization in reading/writing; successful teaching experience in public schools; familiarity with current research in reading/writing; demonstrated research competence in reading/writing.

**USC is deeply committed to a policy of equal opportunity/affirmative action in employment.**



The Department of Communication and Theater is seeking to fill a tenure track, assistant professor position starting the fall of 1992. Applicants must have a Ph.D., excellent teaching ability and strong research interests. Preferred areas of expertise include research methods, audience analysis, public address, mass communication, interpersonal communication, and/or semantics. The salary is competitive and commensurate with experience and/or rank. Trenton State College is nationally recognized as an undergraduate institution of exceptionally high quality. The campus is located in 250 acres in suburban Ewing Township. The College is eight miles south of Princeton and one hour from Philadelphia and New York by train or car. The Department of Communication and Theater serves as a liberal arts major for approximately 250 students.

Send a letter of application, current or recent transcript, and letters of reference to: Dr. Annmarie L. Sims, Chair, Department of Communication and Theater, Trenton State College, Hillwood Lakes, CN 4700, Trenton, NJ 08650-4700. The screening begins March 16, 1992, however, applications will be accepted until the position is filled. To enrich educational opportunities, TSC is an AA/EEO.

## Professor of Art History 9-Month Salary: \$33,200

The Savannah College of Art and Design seeks applicants for a full-time faculty position in art history. The College offers BFA and MFA degrees in eleven majors, including art history as well as the B.Arch. degree. Art history is a central component of each student's liberal arts curriculum. Faculty applicants must possess a Ph.D. and should have previous teaching experience. Women and minorities are encouraged to apply. Send cover letter and résumé to: Search Committee, SCAD, P. O. Box 3146, Savannah, Georgia 31402. AA/EEO.

**Business Administration/Management:** Faculty position for teaching MBA program. Responsibilities include teaching courses in Organizational Behavior, Human Resource Management, and Management Information Systems. The position requires a Ph.D. and/or MBA with related course emphasis. Successful teaching experience at the MBA level is required. Professional business experience is desirable. Please send letter of application, curriculum vitae, and three letters of reference to: Dr. J. E. Bass, Jr., Director of the MBA Program, Palm Beach Atlantic College, P.O. Box 24708, West Palm Beach, Florida 33416-4708.

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## UNIVERSITY OF CALIFORNIA, IRVINE

### Positions in Mathematics Education, Science Education and Educational Administration

The University of California, Irvine seeks applicants for Assistant Professor positions in Mathematics Education and Science Education, and an Associate Professor position in Educational Administration, for the 1992/93 academic year. Preference will be given to candidates whose work has addressed the needs of diverse school populations. Requirements: Earned doctorate in a pertinent field, a distinguished record of research and scholarly publications, and successful teaching experience. Responsibilities: Successful applicants will participate in instruction within new graduate programs, be actively engaged in scholarly research, and contribute to programs which prepare leaders within K-12 education. UCI is an Affirmative Action Employer and welcomes applications from minorities and women in these or other educational fields, including those who have expertise in educational technology. Applications should include a resume, three letters of recommendation, and copies of recent publications. Applications received by March 15, 1992 will be most timely, although later applications will be accepted. Application materials should be sent to: Alan Hoffer, Director of Education, University of California, Irvine, Irvine, CA 92717.



## Wal-Mart Chair in Marketing College of Business Administration UNIVERSITY OF ARKANSAS

Nominations and applications are being sought for the Wal-Mart Chair in Marketing in the College of Business Administration at the University of Arkansas. Due to the nature of the chair, a preference will be given to people with an interest in retailing or related activities. However, all qualified applicants will be considered. Qualified applicants will have:

- a recognized national reputation for research excellence and superior teaching skills in the field of marketing;
- the ability and experience to work effectively with business and professional leaders of Arkansas and the nation, both inside and outside the academic realm;
- the personal energy and interest to attract and develop exceptional men and women who will be tomorrow's teachers and business leaders;
- a desire to make high-level professional contributions for a substantial period of time; and
- a commitment to contributing to the improvement of both undergraduate and graduate programs in marketing.

Nominations or applications for the Wal-Mart Chair in Marketing should be mailed to:

Wal-Mart Chair Search Committee  
Room 302  
College of Business Administration  
University of Arkansas  
Fayetteville, AR 72701

The University of Arkansas is an Equal Opportunity, Affirmative Action Employer. Qualified women, minorities and disabled individuals are encouraged to apply.

## UNIVERSITY OF CENTRAL FLORIDA Brevard Campus Special Education Position

Assistant Professor (tenured track) in Special Education. Doctoral degree or ABD in Special Education with demonstrated secondary teaching and translation experience with exceptional students required. Responsibilities include teaching, research, service in special education. Salary competitive with an August 1992 start date. Application: Review of completed applications will begin on March 2, 1992 and will remain open until the position is filled. Send letter of application, curriculum vitae, 3 professional references including telephone number, and copies of transcripts to: Dr. Michael W. Christensen, Department Chair, ED 214, Education, University of Central Florida, Orlando, Florida 32816-4075-2447, FAX 407-822-5138.

Equal Opportunity, Affirmative Action Employer. As an agency of the State of Florida, UCF makes search materials available for public review.

The University of Rio Grande is an Equal Opportunity, Affirmative Action Employer. Qualified women and minorities are encouraged to apply.

**Center for Career Development:** Specialized position in the Center for Career Development. Responsibilities include providing career counseling and workshops, developing informational and marketing materials for students and faculty, and conducting research in career development. The Center for Career Development is a part of the University of Rio Grande, which has 16,000 students and 15,000 faculty. The Center is located in Rio Grande, New Mexico. Send letter of application, curriculum vitae, and three letters of reference to: Dr. Michael W. Christensen, Department Chair, ED 214, Education, University of Central Florida, Orlando, Florida 32816-4075-2447, FAX 407-822-5138.

## MOREHEAD STATE UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES ASSISTANT PROFESSOR OF COUNSELOR EDUCATION

Morehead State University invites applications and nominations for a tenure-track position as Assistant Professor of Counselor Education effective August, 1992. Responsibilities: Teach graduate counseling courses both on campus and at regional centers; advise students; and provide educational services within the service region. Teaching in related fields may be required at both graduate and undergraduate levels. Summer session teaching may be available. Qualifications: Doctoral degree in counseling and work experience in elementary and/or secondary schools. A distinguished record of teaching, scholarship and service is preferred. Submit letter of interest, curriculum vitae, and three letters of recommendation no later than March 18, 1992, to:

Office of Personnel Services  
Attn:  
Asst. Prof. Coun.  
Morehead State University  
H101  
Morehead, KY 40351

MSU is an EEO/AA Employer

**Chemistry Assistant Professor:** One-year temporary position (possibility of renewal) to teach introductory chemistry (general chemistry) and to develop new courses in chemistry. The position is located in the Department of Chemistry, Morehead State University, Morehead, KY 40351. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Robert T. Combs, Jr., Department Chair, Department of Chemistry, Morehead State University, Morehead, KY 40351. Equal Opportunity Employer.

**Chemical Engineering:** The Department of Chemical Engineering at the University of Central Florida is seeking a full-time faculty member in chemical engineering or closely related field to teach and conduct research. The position is located in the Department of Chemical Engineering, University of Central Florida, Orlando, Florida 32816-4075-2447, FAX 407-822-5138.

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## WESTERN MICHIGAN UNIVERSITY

### COLLEGE OF EDUCATION

All positions are at the Assistant Professor level, and tenure track appointments; availability subject to resources. Salary will be competitive. The academic year is eight months; however, faculty who teach spring or summer sessions receive an additional 11% of their salary for each three credit hours taught. A full range of fringe benefits, including full TAA/CREF contribution, is provided.

To apply for the following positions, submit a letter of application specifying the position applied for, current vitae, transcripts, placement file (if available), reprints of publications, and three current letters of recommendation. Letters of recommendation are directly addressed to the applicant's competencies and potentials in the areas specified. Letters of recommendation should be mailed directly by the authors to the chair of the search committee. Placement files should originate directly from the relevant placement office. Review of applications will begin March 1 and will continue until the position is filled.

**DEPARTMENT OF CONSUMER RESOURCES AND TECHNOLOGY**  
FAMILY STUDIES: Earned Ph.D. in family and child development or a related field is required. Certified Home Economist or Family Life Educator is preferred. Successful candidate will teach undergraduate and graduate family life courses in a home economics field of study. In addition to teaching, duties include research and scholarly activities, and service to university and community.

**DEPARTMENT OF COUNSELOR EDUCATION**  
MARRIAGE AND FAMILY THERAPY EDUCATION: Earned doctorate in marriage and family therapy, counseling education, counseling psychology or related field. Participation in an AAMFT accredited program or possession of AAMFT credentials is desirable. Graduate work in the field of marriage and family therapy is required. Successful candidate will teach graduate courses in marriage and family therapy, practice supervision and some coursework offered within the master's curriculum. The candidate for this position will work with qualified existing faculty to further develop a curriculum in marriage and family therapy education.

**STUDENT PERSONNEL SERVICES:** Earned doctorate in counseling student personnel services or related field. Preference will be given to candidates who are graduates of CACREP or have completed a graduate program in counseling psychology or closely related field. Preference will be given to candidates who have sufficient in-depth and/or professional experience to have a sound basis for teaching graduate courses in student personnel services. Successful candidate will teach graduate courses in student personnel services, and will be responsible for supervising and evaluating student personnel services. The candidate will also be responsible for providing service, consultation and liaison between WMU and the community. An excellent opportunity for a person with a Ph.D. in counseling psychology or related field. The candidate will be expected to participate in program development, program evaluation, and to be a part of the faculty. The candidate will also be expected to participate in program development, program evaluation, and to be a part of the faculty. The candidate will also be expected to participate in program development, program evaluation, and to be a part of the faculty.

**DEPARTMENT OF EDUCATIONAL LEADERSHIP**  
EDUCATIONAL LEADERSHIP (TWO POSITIONS): Earned doctorate in educational leadership or related field. Successful candidate will teach graduate courses in educational leadership, and will be responsible for supervising and evaluating student personnel services. The candidate will also be responsible for providing service, consultation and liaison between WMU and the community. An excellent opportunity for a person with a Ph.D. in educational leadership or related field. The candidate will be expected to participate in program development, program evaluation, and to be a part of the faculty. The candidate will also be expected to participate in program development, program evaluation, and to be a part of the faculty. The candidate will also be expected to participate in program development, program evaluation, and to be a part of the faculty.

**Western Michigan University** has a Carnegie Doctoral I Classification and is one of the state's five graduate universities. It enrolls approximately 26,000 students in six academic colleges, consisting of 45 preparatory and 750 faculty members. The College of Education, one of the midwest's leading institutions preparing education and human service personnel, has a tradition of excellence and service. The College offers numerous undergraduate and graduate programs throughout six departments. The College of Education is the third largest college at Western Michigan University, and employs approximately 110 full-time faculty, and 100 graduate assistants, adjunct faculty and professional staff.

Western Michigan University is an Equal Opportunity Employer. In addition, it has embarked upon a vigorous affirmative action program and encourages the applications of women and members of minority groups who are qualified for this position.

**Chemistry Assistant Professor:** One-year temporary position (possibility of renewal) to teach introductory chemistry (general chemistry) and to develop new courses in chemistry. The position is located in the Department of Chemistry, Morehead State University, Morehead, KY 40351. Send letter of application, curriculum vitae, and three letters of recommendation to: Dr. Robert T. Combs, Jr., Department Chair, Department of Chemistry, Morehead State University, Morehead, KY 40351. Equal Opportunity Employer.

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MSU is an EEO/AA Employer



















gineering Technology invites applications for a tenure track professor position at the Assistant Professor level. The successful candidate will have expertise in two or more of the following areas: computer architecture, computer process control instrumentation, microprocessor and telecommunication. Candidates must have at least a master's degree in Electrical Engineering with at least two years of industrial or academic experience; and excellent oral and written communication skills in English. Citizenship or appropriate visa status is a must. Send curriculum vitae to Professor Robert J. Kozlowski, Department of Electrical Engineering Technology, Purdue University Calumet, Hammond, Indiana 46323. Send resumes to: Purdue University, Equal Opportunity, Affirmative Action officer.

## The Chronicle of Higher Education • February 5, 1992/B27



## RESIDENCE LIFE POSITIONS

Rochester Institute of Technology  
Rochester, New York

Enrolling 13,300 students, RIT is the 13th largest private university in the country and is nationally and internationally renowned for its programs in the arts, graphic design, computer science, engineering, imaging science and photography. Approximately 3,500 students are housed in the university's residence hall system, including 21 special interest floors and 14 fraternities and sororities. An additional 2,600 residents are housed in 1,000 campus apartment units.

RIT is located in the suburban town of Henrietta, NY, a part of the Rochester metropolitan area of approximately 700,000 people. Rochester, New York's third largest city, is situated in the scenic Finger Lakes region within easy driving distance of Buffalo, Syracuse, Niagara Falls, and Toronto, Canada.

## AREA COORDINATOR

## Anticipated Opening

Chief Administrator of mainstreamed Residence area of 1,200-1,500 students including 12 Greek chapters. Major emphasis on Student Development in working with both hearing and deaf students who reside in the Residence Halls. Responsible for supervision of Assistant Area Coordinator, 3-4 graduate staff, and approximately 25-30 Resident Advisors. Reports to the Assistant Director of Residence Life. Live out, 12-month position, competitive salary with comprehensive benefit package.

**Requirements:** MA in student personnel or related field plus 3-4 years' progressive experience in supervision and administration, experience working with Greeks. Excellent writing, communication and interpersonal skills and ability to work independently are essential. Ability to contribute in many ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences strongly preferred. Must know or be willing to learn sign language.

Application closing date is April 3. Position begins July 1, 1992.

## ASSISTANT AREA COORDINATOR

## Anticipated Opening

Major emphasis on Student Development in working with both hearing and deaf students who reside in the Residence Halls. Reports directly to the Area Coordinator. Program responsibilities for major area-wide events, Advises hall government, Special Interest Houses, and Greeks. Works with Hall Directors to plan monthly staff development activities. Responsible for area level training for Resident Advisors. Responsible for administrative tasks related to facilities management. Live out, 12-month position, comprehensive benefit package, furnished apartment, and meal plan.

**Requirements:** Bachelor's degree, Master's preferred. Residence Halls experience working with Greeks. Must know or be willing to learn sign language. Ability to contribute to the college's commitment to cultural diversity, pluralism, and individual differences strongly preferred.

Application closing date is April 3. Position begins July 1, 1992.

We will be interviewing candidates at ACPA in San Francisco. Resumes received by March 20 can be considered for a pre-scheduled interview at ACPA. Interested candidates may apply by sending a resume to:

Jane Hendricks  
Assistant Director of Residence Life  
for Student Development  
Rochester Institute of Technology  
One Lomb Memorial Drive  
Rochester, NY 14623

RIT is an Affirmative Action, Equal Opportunity Employer.

Lane  
Community College

**COUNSELOR—HALF-TIME.** Additional credits may be assigned up to 1.0 FTE, depending on funding. Master's degree in counseling or master's in a closely related program. Two years' experience as a community college counselor. Teaching experience in the areas of Career and Life Planning, Human Relations, and Life Transitions. Closing date: February 28, 1992.

For application, job description and further information please contact:

Personnel Services  
Lane Community College  
4000 E. 30th Avenue  
Eugene, OR 97405  
(503) 726-2211

LCC application must be submitted by deadline date. A resume may be submitted, but cannot take the place of the application form.

An Affirmative Action, Equal Opportunity Institution.

**Elementary Education Assistant Professor.** Tenure-track position. This position has been approved for 1992-93 as a visiting position with the possibility of being changed to tenure-track in the future. Earned doctorate in Middle Grades, Elementary Education or related field; successful teaching experience in Middle Grades or Elementary; record of potential for scholarly productivity. Primary responsibilities: teach graduate classes; supervise student teachers; advise students; participate on committees as assigned; engage in scholarly research; provide service to local school systems. Teaching experience in two or more of the following areas: student teaching supervision; curriculum development; educational psychology; human growth and development. Send letter of application and curriculum vitae to: Dr. L. L. Smith, Department of Education, Mercer University, 1001 Mercer University Drive, Atlanta, Georgia 30341. Minorities and women are encouraged to apply. AA/EOE.

**Elementary Education Assistant Professor.** Tenure-track position. This position has been approved for 1992-93 as a visiting position with the possibility of being changed to tenure-track in the future. Earned doctorate in Middle Grades, Elementary Education or related field; successful teaching experience in Middle Grades or Elementary; record of potential for scholarly productivity. Primary responsibilities: teach graduate classes; supervise student teachers; advise students; participate on committees as assigned; engage in scholarly research; provide service to local school systems. Teaching experience in two or more of the following areas: student teaching supervision; curriculum development; educational psychology; human growth and development. Send letter of application and curriculum vitae to: Dr. L. L. Smith, Department of Education, Mercer University, 1001 Mercer University Drive, Atlanta, Georgia 30341. Minorities and women are encouraged to apply. AA/EOE.

## EASTERN MONTANA COLLEGE

Bullings, Montana  
DIVISION OF STUDENT AFFAIRSDIRECTOR  
STUDENT OPPORTUNITY SERVICES

The Director of Student Opportunity Services develops and administers the Student Support Services Program, a federally-funded, comprehensive program of assessment and academic and personal support for low-income, first-generation, and disabled students to ensure their success in college. The Director coordinates the selection of students for the program, assists in the recruitment, selection, retention and evaluation of program staff, coordinates the goals and activities of the program, and recommends changes of improvement in the operations of the program. The Director reports to the Director of Student Services. Salary is competitive and commensurate with experience and training and position is contingent upon funding. Proposed date for appointment is June 1, 1992.

- QUALIFICATIONS**
1. A master's degree required in education, a behavioral science field, or related area.
  2. Two years full-time, administrative experience required in a human services or education setting.
  3. Proven experience and success required in grant writing.
  4. Minimum two years' successful experience required in working with low-income, first-generation, or students with disabilities.
  5. Experience required in working with a two program and a demonstrated understanding of its role within a Division of Student Affairs and as an administrative unit within a public institution.
  6. Excellent oral and written skills required.
  7. Minimum two years' teaching experience preferred.

**APPLICATION DEADLINE:** Applications received by the deadline date of February 28, 1992 will be given preference review; however, applications will be accepted until position is filled.

**APPLICATION PROCEDURES:** Send Letter of Application, Current Resume, Names and Telephone Numbers of Three References (including current supervisor), to: Chairman, Director SSS Search, Human Resources/DOA Office, Eastern Montana College, 1500 North 30th Street, Billings, MT 59101-0298. Tel: 591-0298; Fax: 591-2278.

**EASTERN MONTANA COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. Women and Minorities are encouraged to apply.**

EASTERN MONTANA COLLEGE  
Bullings, MontanaMONTANA CENTER FOR HANDICAPPED CHILDREN  
School of Education & Human Services (2 positions)EDUCATIONAL SPECIALIST  
PSYCHOLOGIST

Both positions are responsible for a full range of community-based and Center-based diagnostic and evaluation activities including the development of specific program and service recommendations. Positions include technical assistance and staff development support activities to community programs and opportunities for program development and research.

**Requirements for Educational Specialist:** Master's degree in Special Education or related field required. Doctorate preferred. Three years of successful, relevant professional experience.

**Requirements for Psychologist:** Master's degree in Psychology required. Doctorate preferred. Three years of successful, relevant professional experience.

Please contact the EMC Human Resources Office (address and telephone number listed below) for detailed vacancy announcements which outline the job description and qualifications of each position.

**APPLICATION:** Candidates must send a Letter of Application, Resume, and the Names and Recent Contact Information of Five (5) References to Screening Committee, Human Resources/DOA Office, Eastern Montana College, 1500 North 30th Street, Billings, MT 59101-0298; (406) 657-2278.

**DEADLINE:** Applications received by February 28, 1992 will be given preference review; however, applications will be accepted until position is filled. Eastern Montana College is an Equal Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

and collegiality, current knowledge in the profession, experience in middle delivery of curriculum and instruction strongly desired. Evidence of commitment to teaching, experience in curriculum development, research, and instructional technology in elementary level and competence in early childhood and middle school education. Send letter of recommendation, curriculum vitae, transcripts and three current references to: Dr. J. L. Smith, Human Resources Department, Weber State University, Ogden, Utah 84403-1016. Screening of applications will begin March 1. Women and minorities are encouraged to apply.

**2992.** Doctorate in Elementary Education or Curriculum and Instruction strongly desired. Evidence of commitment to teaching, experience in curriculum development, research, and instructional technology in elementary level and competence in early childhood and middle school education. Send letter of recommendation, curriculum vitae, transcripts and three current references to: Dr. J. L. Smith, Human Resources Department, Weber State University, Ogden, Utah 84403-1016. Screening of applications will begin March 1. Women and minorities are encouraged to apply.

**Elementary Education:** Ball State University, Muncie, Indiana. Ball State University is seeking faculty members who have a strong background in elementary education and experience in the curriculum and instruction area. The position includes teaching undergraduate and graduate courses in elementary education, supervising student teachers, conducting research, and publishing. The position is a full-time, tenure-track position. Send letter of application, curriculum vitae, transcripts, and three current references to: Dr. Lawrence L. Smith, Chair, Department of Elementary Education, Ball State University, Muncie, Indiana 47306. Applications must be submitted by February 28, 1992. The screening date is February 28, 1992, and continuing until the position is filled. The Ball State University is an Equal Opportunity, Affirmative Action Employer.

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Assistant Director of  
Student Services

The College of Human Ecology invites applications for Assistant Director of Student Services. This position is one of three assistant directors in the Office of Student Services. Primary responsibilities include general academic and personal advising and counseling, development of career services including career library, and development of programs for international students.

The Office of Student Services is the center of undergraduate student services in the College, providing orientation and new student services, minority student services, international student programs, career development, academic intervention, academic counseling, personal counseling, enrollment, and registration.

The position requires a Master's degree or equivalent experience in an area of student personnel, counseling, or a related field; a minimum of two years' experience in student personnel work; commitment to work cooperatively with colleagues in the Office and the College; and commitment to help students to successfully integrate themselves into the academic life of the College and the University.

The position is available September 1, 1992; an earlier start date may be negotiated. Three-year appointment. Salary: mid 20's. Send cover letter and resume to: Search Committee, Dept. A4010J, Cornell University, Staffing Service, 160 Day Hall, Ithaca, NY 14853-2801.

CORNELL  
UNIVERSITY

Affirmative Action/Equal Opportunity Employer

Director of Human Resources  
University of Houston

The University of Houston is seeking an experienced professional to direct the human resources function. The position is a full-time, tenure-track position. The University of Houston is an Equal Opportunity, Affirmative Action Employer.

**Qualifications:** 10 years' experience in human resources in either the private or public sector with at least five in a management position; a graduate degree in a relevant field; a minimum of five years' experience in the area of human resources; a minimum of five years' experience in the area of human resources; a minimum of five years' experience in the area of human resources.

**Responsibilities:** Directs all personnel functions including employment, employee relations, compensation, personnel records and training; develops and implements staff personnel policies and procedures; directs compliance with applicable state and federal laws and regulations; directs administration of benefits programs for faculty and staff; provides advisory services to faculty and staff on personnel matters; coordinates implementation of human resource information systems; serves on various University committees; directs staff within the Human Resource Department.

**Reports to:** Senior Vice President for Administration and Finance.

**Qualifications:** 10 years' experience in human resources in either the private or public sector with at least five in a management position; a graduate degree in a relevant field; a minimum of five years' experience in the area of human resources; a minimum of five years' experience in the area of human resources; a minimum of five years' experience in the area of human resources.

**Send application by February 21, 1992 to:**  
Mr. Paul Davies  
Office of the Senior Vice President, Administration and Finance  
University of Houston, Houston, TX 77234-2162

Please include cover letter, resume, salary history and three references contacts. Equal Opportunity, Affirmative Action Employer.

least three (3) years of teaching experience in early childhood or elementary school, and hold or be eligible to hold certification in early childhood or elementary school education. Preferred qualifications: University teaching experience, scholarly productivity and service, and experience in curriculum development and research. Send letter of application, curriculum vitae, transcripts, and three current references to: Dr. J. L. Smith, Human Resources Department, Weber State University, Ogden, Utah 84403-1016. Screening of applications will begin March 1. Women and minorities are encouraged to apply.

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THE  
J. PAUL  
GETTY  
TRUST

## HEAD, DIVISION OF SPECIAL COLLECTIONS

The J. Paul Getty Center for the History of Art and the Humanities, located in Santa Monica, California, seeks a Head for the Division of Special Collections. Reporting to the Assistant Director, Special Collections and working closely with the Sr. Bibliographer and Head of the Division of Special Collections, the individual will assume full responsibility for the management of the Division of Special Collections and its full-time staff of six. Intellectual collaboration in policy making and planning for the development of the collections will be an important dimension of this person's responsibilities. The Head will also remain at current in literature of his/her own and related fields and in knowledge of history, sources, markets and critical issues relevant to the Center's scholarly mission.

The successful candidate must have a minimum of five to seven years' administrative experience in a complex academic or research institution, preferably one of an interdisciplinary character. The Head of Special Collections should be a scholar who is sensitive to the needs of research conducted in a multi-media interdisciplinary environment. An interest in the history of art and/or related areas of the humanities is important.

A Ph.D. in a subject area or equivalent training and experience is required. Broad reading knowledge of foreign languages is required with complete fluency in at least one western European language necessary.

An excellent benefits package and salary commensurate with qualifications and experience will be provided.

Please do not reply directly to the Getty Center. Send resume including salary history to:

Morris & Berger  
201 South Lake Avenue, Suite 700  
Pasadena, California 91101  
Tel: 818-795-0522 Fax: 818-795-6330

The J. Paul Getty Trust is an equal opportunity employer.

COURSEWARE DEVELOPMENT  
SPECIALIST

Tulane Computing Services seeks an individual to coordinate development of instructional software. Responsibilities include supporting courseware development projects, researching computer resources, and supervising student programmers.

Bachelor's degree, proficiency with Macintosh and IBM hardware and peripherals, experience with software authoring tools (e.g., C, Pascal, HyperLink, AVE), courseware development, user interface design, excellent verbal and written communication skills, familiarity with networks, shared computer systems, and academic setting.

Send letter of application and resume by February 21, 1992 to:

Tulane University  
Office of Human Resources  
201 South Lake Avenue, Suite 700  
New Orleans, LA 70118

Tulane University is an AA/EOE

## Tulane

## DIRECTOR OF PLANNED GIVING

Franklin University seeks an individual to direct new efforts in planned giving. Under excellent leadership and a strong board, the University is completing a successful \$6 million campaign. The Director of Planned Giving should be an experienced fund raiser with two or more years of planned giving experience and possess knowledge of estate tax laws and charitable giving vehicles. Competitive salary and benefits.

Franklin University, located in downtown Columbus, is a private computer school. Bachelor of Science degrees are offered in the College of Business and Technology and the College of Arts and Sciences.

Send letter of application, resume detailing accomplishments and qualifications, and the names of three references postmarked no later than February 28, 1992 to:

FRANKLIN UNIVERSITY  
Personnel Department—DPG  
Columbus, OH 43215

Equal Opportunity Employer M/F/D

English/Louisiana State University at Baton Rouge seeks applications from qualified individuals for a tenure-track position in English. A minimum of a master's degree in English is required with post-graduate experience and a strong teaching record. Salary is commensurate with experience. Send letter of application, curriculum vitae, transcripts, and three current references to: Dr. J. L. Smith, Human Resources Department, Weber State University, Ogden, Utah 84403-1016. Screening of applications will begin March 1. Women and minorities are encouraged to apply.

**Engineering Technology:** Assistant Professor. Responsibilities: (1) Teach courses in mechanical engineering technology; (2) Develop and teach individual courses; (3) Develop and teach individual courses; (4) Develop and teach individual courses; (5) Develop and teach individual courses; (6) Develop and teach individual courses; (7) Develop and teach individual courses; (8) Develop and teach individual courses; (9) Develop and teach individual courses; (10) Develop and teach individual courses; (11) Develop and teach individual courses; (12) Develop and teach individual courses; (13) Develop and teach individual courses; (14) Develop and teach individual courses; (15) Develop and teach individual courses; (16) Develop and teach individual courses; (17) Develop and teach individual courses; (18) Develop and teach individual courses; (19) Develop and teach individual courses; (20) Develop and teach individual courses; (21) Develop and teach individual courses; (22) Develop and teach individual courses; (23) Develop and teach individual courses; 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## The Colorado College

### DIRECTOR OF FINANCIAL AID

Colorado College invites applications and nominations for the position of Director of Financial Aid with duties commencing June 1, 1992. For more than a century, the College has been an educational leader in the Rocky Mountain West and in recent years has emerged as a national liberal arts college of distinction. Colorado College is a residential college of approximately 1,800 students and is recognized nationally for its academic excellence and its innovative, intensive Block Plan calendar in which students and faculty are typically committed to one course at a time during three and one-half week units.

**Description of Position:** The Director of Financial Aid is responsible for all aspects of the financial aid program, reviewing and implementing institutional policies regarding the use of a large portion of the College's budget. The Director provides research, projections, and proposals to utilize these funds efficiently. In addition, applicants must be sensitive to the financial needs of a wide variety of students. The Director will play a significant role in the formulation of recruitment and retention efforts for the College, as well as strategic planning.

More specifically, the Director is responsible for the daily operation of the Financial Aid Office. This includes (but is not limited to): 1) counseling students and parents; 2) deciding specific financial aid packages for individual students; 3) interpretation and implementation of regulations regarding federal and state aid programs; 4) proper utilization and reporting of institutional, only, gift, and scholarship funds; 5) collaboration with the Dean of Admission and Financial Aid, Dean of Students, and faculty in maintaining the College's enrollment goals; 6) supervision and training of professional and support staff.

The Director of Financial Aid reports to the Dean of Admission and Financial Aid. The Vice President for Student Life has overall responsibility for both Admissions and Financial Aid.

**Qualifications:** The successful candidate will demonstrate a strong commitment to the liberal arts, proven leadership ability in working with diverse constituencies to develop financial aid strategies that are appropriate for majority, minority, international, and non-traditional applicants, and the technical expertise required to direct a multi-million dollar financial aid program.

A Bachelor's degree and at least 5 years' administrative experience in financial aid work are required. Master's degree preferred. Salary commensurate with qualifications and experience.

**Appointment Effective:** June 1, 1992.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

Terry Swanson, Dean of Admission and Financial Aid  
The Colorado College  
14 East Cache la Poudre  
Colorado Springs, CO 80903

Colorado College is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

## Director Student Activities

Bridgewater State College is seeking an experienced educational leader with an understanding of student development theory, a commitment to on-campus learning, experience in advising student organizations and programming experience. The Director is responsible for planning and implementing the student activities program for the College, providing leadership, group advising and program planning support. The Director will also assist major student groups and develop and implement appropriate services for computer students.

The successful candidate will have a Master's degree in Student Development, Higher Education or a related field, and 5+ years of programming experience in a college setting. Preference will be given to candidates who are professionally active in state or national organizations.

Bridgewater State College is located approximately 30 miles south of Boston with an easy drive to Cape Cod. The College enrolls 8000 full and part-time students with 5700 undergraduates and 1900 resident students.

Starting date is July 1, 1992. Send resume and cover letter, and telephone numbers of three professional references by February 15, 1992 to: Dr. John J. Ryan, Director of Student Activities, Bridgewater State College, Office of Human Resources, Bridgewater Hall, Bridgewater State College, Bridgewater, MA 02826.

## Bridgewater STATE COLLEGE

**History/Cultural Studies:** The St. Louis College of Pharmacy is seeking an Assistant/Associate Professor with Ph.D. in history or cultural studies with primary responsibility for teaching and research in the development of a new program in the history of pharmacy. The successful candidate will have a Ph.D. in history, a minimum of two years' teaching experience in a college setting, and a strong commitment to research and scholarship. The position is located in St. Louis, Missouri, and is an equal opportunity position.

**History/Cultural Studies:** The St. Louis College of Pharmacy is seeking an Assistant/Associate Professor with Ph.D. in history or cultural studies with primary responsibility for teaching and research in the development of a new program in the history of pharmacy. The successful candidate will have a Ph.D. in history, a minimum of two years' teaching experience in a college setting, and a strong commitment to research and scholarship. The position is located in St. Louis, Missouri, and is an equal opportunity position.

**History/Cultural Studies:** The St. Louis College of Pharmacy is seeking an Assistant/Associate Professor with Ph.D. in history or cultural studies with primary responsibility for teaching and research in the development of a new program in the history of pharmacy. The successful candidate will have a Ph.D. in history, a minimum of two years' teaching experience in a college setting, and a strong commitment to research and scholarship. The position is located in St. Louis, Missouri, and is an equal opportunity position.

**History/Cultural Studies:** The St. Louis College of Pharmacy is seeking an Assistant/Associate Professor with Ph.D. in history or cultural studies with primary responsibility for teaching and research in the development of a new program in the history of pharmacy. The successful candidate will have a Ph.D. in history, a minimum of two years' teaching experience in a college setting, and a strong commitment to research and scholarship. The position is located in St. Louis, Missouri, and is an equal opportunity position.

## DIRECTOR AEROSPACE RESEARCH CENTER

### College of Engineering and Applied Sciences

### Arizona State University

### Tempe, AZ

The College of Engineering and Applied Sciences (CEAS) invites applications for the position of Director of the newly created Aerospace Research Center in the College. The position is located in the College of Engineering and Applied Sciences at the main campus of Arizona State University in Tempe, Arizona. The position is a full-time position with a salary commensurate with experience and qualifications. The successful candidate will be responsible for the overall direction and management of the Aerospace Research Center, which will focus on research in the areas of aerospace engineering, aerodynamics, propulsion, and materials. The candidate will also be responsible for the recruitment and retention of faculty and staff, and for the development of the Center's budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in aerospace engineering or a related field, and at least 10 years of experience in the field. The candidate will also have a strong background in research and scholarship, and will be able to effectively manage a large research center. The candidate will also have a strong commitment to the development of the Center's budget and financial resources.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

Arizona State University is an Equal Opportunity Employer.

**Assistant Director of Capital Gifts**

Works in Capital/Major Gifts Program cultivating and soliciting major donor prospects, developing strategies for prospect cultivation, and managing the process of securing gifts. Requires a minimum of 5 years' experience in fundraising, and a strong background in the development of major gifts. The successful candidate will be responsible for the overall direction and management of the Capital/Major Gifts Program, which will focus on the development of major gifts from individuals and organizations. The candidate will also be responsible for the recruitment and retention of staff, and for the development of the Program's budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in a related field, and at least 5 years of experience in fundraising. The candidate will also have a strong background in the development of major gifts, and will be able to effectively manage a large fundraising program.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

Lafayette College  
Lafayette College  
Lafayette College  
Lafayette College

Lafayette College is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

## THACA COLLEGE

### Office of Residential Life

### RESIDENCE DIRECTOR

Thaca College, the largest independent residential college in New York State, provides its approximately 6,000 students with a unique blend of liberal arts and professional programs. The College is situated on a scenic campus in the heart of the Finger Lakes, a region noted for its natural beauty and recreational opportunities.

The Thaca College residence hall system houses approximately 4,000 undergraduate students in 36 halls and on-campus apartment facilities. Residence Directors are responsible for the overall coordination of the student development and housing components of one residence hall. They are responsible for the selection, training, and supervision of 7-12 Resident Assistants; advisement of hall council; administration of hall operations; enforcement of college regulations; and implementation of the college's policies regarding student conduct. In addition, the successful candidate will have the opportunity to teach a credit-bearing course in Diversity Awareness.

Applicants must hold a Bachelor's degree; however, a Master's degree in Student Personnel or a related field and previous work experience in a residence hall are preferred. The position is a 12-month, live-in position. Summer employment in Residence Operations, Room Assignments, Summer Conferences, or Staff Development is required. Compensation is very competitive and includes an apartment, partial meal plan, and benefits package. Appointments are effective beginning July 20, 1992. Send resume and three letters of reference to: Search Committee Chair, Dan Thompson, Assistant Director of Residential Life for Staff and Programs, Office of Residential Life, Thaca College, 953 Danby Road, Thaca, New York 14850. We will be interviewing at ACA and NASPA. Applications will be accepted until the positions are filled; however, preference will be given to those received prior to April 1, 1992.

Thaca College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

**TUFTS UNIVERSITY**

**HUMANITIES BIBLIOGRAPHER**

**Arts & Sciences Library**

Tufts University, Medford, Massachusetts, seeks qualified applicants for the position of Humanities Bibliographer. The position is located in the Arts & Sciences Library, which is a part of the Tufts University Library system. The successful candidate will be responsible for the overall direction and management of the Humanities Bibliography, which will focus on the development of bibliographies in the fields of literature, history, and the arts. The candidate will also be responsible for the recruitment and retention of staff, and for the development of the Bibliography's budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in a related field, and at least 5 years of experience in bibliographic work. The candidate will also have a strong background in the development of bibliographies, and will be able to effectively manage a large bibliographic program.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

Tufts University is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

## SACRED HEART UNIVERSITY

### Fairfield, Connecticut

### Head Coach

**Women's Field Hockey and Lacrosse**

Sacred Heart University is seeking a Head Coach for its Women's Field Hockey and Lacrosse teams. The successful candidate will be responsible for the overall direction and management of the teams, and for the recruitment and retention of players and staff. The candidate will also be responsible for the development of the teams' budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in a related field, and at least 5 years of experience in coaching. The candidate will also have a strong background in the development of teams, and will be able to effectively manage a large coaching program.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

Sacred Heart University is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

**Office of Human Resources**

**Sacred Heart University**

**1515 Park Avenue**

**Fairfield, Connecticut 06424-1000**

Sacred Heart University is an Equal Opportunity Employer. Women and minorities are encouraged to apply.

**Senior Director of Development**

**University of California, San Diego**

**San Diego, California**

The University of California, San Diego, is seeking a Senior Director of Development. The position is located in the Office of Development, which is a part of the University of California, San Diego, system. The successful candidate will be responsible for the overall direction and management of the Office of Development, which will focus on the development of the University's financial resources. The candidate will also be responsible for the recruitment and retention of staff, and for the development of the Office's budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in a related field, and at least 10 years of experience in development. The candidate will also have a strong background in the development of financial resources, and will be able to effectively manage a large development program.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

University of California, San Diego is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

## UNIVERSITY OF CALIFORNIA

### OFFICE OF THE PRESIDENT

### Administration Program Evaluation Manager

### DOE Laboratory Oversight Program

The Office of the President is the central administration for the nine campuses in the University of California System (UC). In addition, the Office of the President, under contract with the Department of Energy (DOE), manages three laboratories: Lawrence Berkeley Laboratory, Lawrence Livermore National Laboratory, and Los Alamos National Laboratory.

Reporting to the Special Assistant for Laboratory Administration, the Program Evaluation Manager has responsibility for the overall direction and management of the DOE Laboratory Oversight Program. The position is located in the Office of the President, which is a part of the University of California, San Diego, system. The successful candidate will be responsible for the overall direction and management of the Program, which will focus on the evaluation of the DOE Laboratory Oversight Program. The candidate will also be responsible for the recruitment and retention of staff, and for the development of the Program's budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in a related field, and at least 10 years of experience in program evaluation. The candidate will also have a strong background in the evaluation of the DOE Laboratory Oversight Program, and will be able to effectively manage a large evaluation program.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

University of California, San Diego is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

**Salary Range:** Commensurate with qualifications and experience. Send resume by March 6, 1992 to: Dr. M. Armstrong, Director of Human Resources, 300 S. Grand Ave., Los Angeles, CA 90017.

**Director**

**River College**

**Special Education Programs**

**Full-time faculty position available Fall 1992. Serve as Director of Special Education Programs and teach three (3) courses per semester including elementary education methods.**

**Qualifications:** Doctorate in Education with strong background in Special Education. Minimum of 5 years' experience in teaching and supervising student teachers. Knowledge of special education laws and regulations. Ability to supervise student teachers, familiarity with elementary school curriculum, and knowledge of current methodologies in education of children.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

River College is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

**Journalism Instructor or Assistant Professor**

**Journalism Instructor or Assistant Professor**

**Journalism Instructor or Assistant Professor**

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## North-South Center

### UNIVERSITY OF MIAMI

### RESEARCH ASSOCIATES

The North-South Center, a major resource for hemispheric relations, located at the University of Miami, Coral Gables, Florida, seeks three (3) research associates for one-year appointments to contribute to on-going research programs and projects in the following areas: Debt, Democratization (including issues of security, human rights, and basic human needs), Trade, Investment, Drug Trafficking, and the Environment. Applicants must demonstrate a commitment to research and writing on contemporary Latin American and Caribbean issues.

**Responsibilities include:** conducting research and preparing reports for on-going publications and programs; providing research support for the staff of the North-South Center, for Info-South, and for the Center's research and outreach projects; preparing internal summaries and reports for the Center's Executive Staff; occasional editing of North-South Center research and publications; participation in North-South events, including occasional lecturing.

**Salary Range:** \$30-35k, with a complete University benefits package.

**Qualifications:** • Ph.D. with Latin American area specialization or equivalent experience  
• Demonstrated Publications Record  
• Fluency in English and Spanish (or Portuguese)  
• Superior interpersonal and communications skills

Send C.V., a published writing sample, and the names of three professional references, by the closing deadline of February 28, 1992, to:

Dr. Robin Rosenberg  
Deputy Executive Director  
North-South Center  
University of Miami  
P.O. Box 248123  
Coral Gables, FL 33124-3010

The North-South Center is an Equal Opportunity Employer. A smoke/drug free workplace.

**Interim Director**

**North Museum**

Franklin & Marshall College is searching for a seasoned administrator who is interested in the North Museum. The Museum is undergoing a period of transition and redefinition, and faces the challenge of becoming increasingly fiscally independent from the College. During the next eighteen months, our goals are to maintain and enhance the active programs that the Museum provides for the residents and school students of southern Pennsylvania, to ascertain the mission of the Museum with regard to the academic program at the College, and to complete a planning process which will result in the Museum's becoming a fully independent entity. The Museum is currently seeking a Director to lead this process. The successful candidate will be responsible for the overall direction and management of the Museum, which will focus on the development of the Museum's financial resources. The candidate will also be responsible for the recruitment and retention of staff, and for the development of the Museum's budget and financial resources.

**Qualifications:** The successful candidate will have a Ph.D. in a related field, and at least 10 years of experience in administration. The candidate will also have a strong background in the development of financial resources, and will be able to effectively manage a large administrative program.

**Application Procedure:** Applications should be received by March 1, 1992, and include a resume of academic or professional experience, a statement outlining interest in the position, and the names and telephone numbers of three references. Send to:

Franklin & Marshall College is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

**Personnel Services**

**Franklin & Marshall College**

**P.O. Box 3003**

**Lancaster, PA 17604-3003**

Franklin & Marshall College is an equal opportunity employer and invites applications from minorities, women, and individuals who can add perspective to the concerns and/or perspectives of minorities and women.

**Journalism Instructor or Assistant Professor**

**Journalism Instructor or Assistant Professor**

**Journalism Instructor or Assistant Professor**

**Journalism Instructor or Assistant Professor**

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**Journalism Instructor or Assistant Professor**

**Journalism Instructor or Assistant Professor**



















## DEAN

COLLEGE OF EDUCATION  
AND HUMAN DEVELOPMENT

## Lamar University - Beaumont

Applications and nominations are invited for the position of Dean of the College of Education and Human Development, Lamar University. The Dean is the chief academic officer of the college, reporting to the Executive Vice President for Academic and Student Affairs.

The University of Lamar University-Beaumont is the primary component of the state-supported Lamar University System which includes Lamar University-Orange, Lamar University-Port Arthur, Lamar Institute of Technology, and the John Gray Institute. There are approximately 10,000 students enrolled on the Beaumont campus in a variety of baccalaureate, master's, and doctoral programs.

The College of Education and Human Development is one of six colleges on the Beaumont campus and offers six baccalaureate and eight master's degrees as well as a doctorate in Educational Administration in cooperation with Texas A&M. The college enrolls 2,000 undergraduates and 500 graduate students and has 60 faculty in the departments of Professional Education, Educational Leadership, Human Economics, and Health, Kinesthetics and Dance. The teacher education programs are accredited by NCATE and the State Education Agency. Other components of the college include the Center for Gifted and Talented Education, the Early Childhood Development Center, editorship of the *Journal of Teacher Education and Practice*, the Division of Research and Evaluation and the Division of Professional Services.

## Qualifications:

- Earned doctorate in a discipline represented in the college;
- Record of effective educational administration, including intellectual, curricular, and fiscal leadership;
- Knowledge and experience within the divisions of the college;
- Background of effective teaching, research and publications appropriate for appointment to the rank of professor;
- Demonstrated competence in interpersonal skills and collaborative efforts with internal and external constituents;
- Record of securing and allocating resources to provide quality undergraduate and graduate instruction, research, public service and outreach projects, including student recruitment.

The position is available in June 1992 or as soon thereafter as the selected candidate is available (no later than September 1, 1992). Review of applications will begin on March 2, 1992.

Application/nomination procedures: Send letters of application or nomination to:

Dr. E. Harold Blackwell, Chair  
Education and Human Development Dean Search Committee  
O. Box 10034  
Lamar University-Beaumont  
Beaumont, Texas 77710

Applications must include a letter of interest; vital names, addresses, and telephone numbers of three references. Women and minorities are encouraged to apply. Lamar University is an equal opportunity, handicap and affirmative action employer.



## DEAN

HOBART AND  
WILLIAM SMITH  
COLLEGES

**DEAN OF HOBART COLLEGE:** The Dean is the senior administrative officer of Hobart College, one of two colleges of campus. Hobart College, for men, was founded in 1822 and is a coordinate college with William Smith College for women, founded in 1908. The two colleges have a single president, one central administration, one faculty and one Board of Trustees. The Colleges preserve individually through separate deans and their staffs, admissions offices and student governments. The Colleges are very selective in their admissions criteria and current enrollment is 900 men and 830 women. The 145 faculty are dedicated to interdisciplinary teaching and research, international education and how difference (e.g., gender, race, culture) informs what we share in common as human beings.

The coordinate nature of the colleges respects the fact that gender is a crucial ingredient in the formation of identity during the college years and are thus organized to support men and women equally—both separately and together—in a rigorous, liberal arts academic setting. The dean's position is a hybrid of both academic and student affairs responsibilities and in this sense is a unique and challenging opportunity.

The Dean is the principal administrative officer of the College in matters of student academic standing and student life, reporting directly to the President. The Dean advises individual students on academic matters, works with student organizations on questions of campus life, and supervises a variety of student service offices. The Dean is a member of the faculty and an ex-officio member of various faculty committees concerned with curricular, academic and student life matters. The Hobart Dean's Office includes an Associate and two Assistant Deans and a residential life coordinator. The Deans of the Colleges have oversight for admissions, financial aid, athletics as well as all other student services.

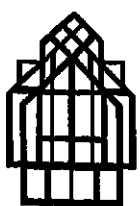
The Colleges are seeking a person with academic and administrative experience, a person deeply committed to an understanding of the inextricable connection between the academic and social spheres of a college community, a person who enjoys working at the intersection of faculty and student life.

Nominations or applications, with a letter explaining one's interest in this unique position, a résumé, and the names of three references may be sent to:

Dr. Donald Woodrow  
Associate Dean of Faculty and Chair of the Search Committee  
Coxe Hall  
Hobart and William Smith Colleges  
Geneva, New York 14456

Review of applications will begin March 6, 1992.

Hobart and William Smith Colleges are equal opportunity employers.

CLARKE  
COLLEGE

1550 CLARKE DRIVE  
DUBUQUE, IOWA 52001-3198

Search Opened for  
Academic Dean

ARE YOU CURRENTLY AN ASSOCIATE DEAN OR IN A POSITION WORKING CLOSELY WITH FACULTY WHO IS READY TO PUT SUCCESSFUL EXPERIENCE TO WORK AS AN ACADEMIC DEAN? MAKER AT A QUALITY ACADEMIC INSTITUTION?

Clarke College would like to hear from you if you are committed to liberal arts and to working with a dedicated, quality faculty in a supportive environment of an independent college. For consideration, you will need to possess an earned doctorate in a discipline, a minimum of 3-5 years of administrative experience, strong leadership qualities, and the ability to communicate effectively and work well with people.

## KEY RESPONSIBILITIES:

- Reports directly to the Vice President for Academic Affairs.
- Has responsibility for the recruitment, evaluation, and professional development of the faculty.
- Supervises budget planning and the management of the academic program.
- Participates in long-range institutional planning and curriculum development.

Clarke College is a vibrant liberal arts institution with 140 years of quality and excellence in education and a demonstrated commitment to vision for the future. Located in Dubuque, Iowa, on the bluffs of the Mississippi River where Iowa, Illinois, and Wisconsin converge, the historic city of 65,000 blends business, education, industry, music, and culture in exciting and unique ways.

This search will continue until the position is filled. Review of applications will begin immediately.

Send letter of application, résumé, and names and telephone numbers of three references to:

Gertrude Ann Sullivan, DVM, Ed.D.  
Vice President for Academic Affairs  
Clarke College  
Box 1541  
1550 Clarke Drive  
Dubuque, IA 52001-3198

Clarke College especially encourages applications from women and minorities and is an affirmative action, equal opportunity employer.

## NORTH HENNEPIN COMMUNITY COLLEGE

Dean of Student Services  
and Community Relations

North Hennepin Community College is a comprehensive two-year community college in the Minnesota Community College system. The 80-acre campus is located in Brooklyn Park, MN and serves the northwest section of the Twin Cities metropolitan area. The enrollment exceeds 6,000 students in a variety of transfer and two-year occupational programs. The college has a strong relationship with its community expressed in continuing education and community service activities and a vital student services program.

**Responsibilities:** The Dean of Student Services and Community Relations reports directly to the President and provides executive leadership to the College in matters relating to student services and activities, counseling, minority outreach as well as student and community information needs. Working collaboratively as a member of the President's Cabinet, the dean develops, implements and monitors goals, priorities, budgets, staffing policies, regulations and procedures relating to student and community affairs.

**Qualifications:** The position requires a master's degree; doctorate preferred. The ideal candidate will have substantial managerial experience, demonstrated understanding of student services, commitment to the community college mission and student success, demonstrated success in supporting diverse student populations and an understanding of publications, audio-visual media, and telephone communications. He/she should possess strong leadership skills and the ability to promote cooperative relationships to build a successful student life and community relations program.

**Applications:** Applications will be accepted until February 26, 1992 and must include a letter of application and a complete résumé. Applications should be sent to:

Search Committee  
Dean of Student Services and Community Relations  
North Hennepin Community College  
7411 35th Avenue North  
Brooklyn Park, MN 55445

Affirmative Action, Equal Opportunity Employer



Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campuses throughout the country and the world —

every week in The Chronicle.

ASSOCIATE DEAN  
School of Art & Design

Pratt Institute seeks an experienced professional to serve in the position of Associate Dean of the School of Art and Design. The Associate Dean will report directly to the Dean and be responsible for the day-to-day management and future growth of the School's departments; administrative and clerical staff; budget and facilities and equipment. A person of vision, energy, and organizational capability is required to help lead the culturally diverse student body of nearly 2,000 undergraduate and graduate students in meeting the multi-disciplinary challenges of contemporary visual education.

Leading candidates will possess the following qualifications:

- A distinguished professional record with at least five years of demonstrated supervisory and administrative capability in the areas of academic policy, personnel, planning, and budget.
- An advanced degree in one of the disciplines represented in the School (a particularly strong candidate would include a Master's degree in Art Administration or Business Administration).
- Demonstrated competence with computer-based management information systems.
- Classroom or studio teaching experience.
- Marketed capacity to foster cooperative action between diverse components of the School and Institute; and
- A commitment to the mission of Pratt Institute.

The position is available on May 1, 1992. Annual compensation is competitive and includes an excellent benefits package. Applicants should submit: (1) a letter that expresses their interest in the position and their educational and administrative philosophy, and (2) a copy of their curriculum vitae; and (3) a list of three references (references will not be contacted without the candidate's permission). Applications should be sent no later than March 1, 1992, to:

Search Committee  
Associate Dean, School of Art and Design  
HUMAN RESOURCES DEPARTMENT  
800 Willoughby Avenue  
Brooklyn, New York 11205

Pratt Institute, founded in 1887, educates nearly 8,000 undergraduate and graduate students from 47 states and 80 foreign countries in its Schools of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. Pratt is located on a 25-acre campus in the historic, landmark Clinton Hill neighborhood of Brooklyn, New York.

Pratt Institute is an equal opportunity/affirmative action employer.



Pratt Institute is an equal opportunity/affirmative action employer. Candidates should have a doctorate or master's degree. The position is a full-time position with a salary range of \$40,000 to \$50,000 per year. The position is open until March 1, 1992. Applications should be sent to the Search Committee, Human Resources Department, 800 Willoughby Avenue, Brooklyn, New York 11205. Pratt Institute is an equal opportunity/affirmative action employer.

The University of  
ILLINOIS  
at Urbana-Champaign

## DEAN

## COLLEGE OF COMMUNICATIONS

Nominations and applications are invited for the position of Dean of the College of Communications.

The Dean is the chief academic and administrative officer of the College of Communications, which includes the Departments of Advertising and Journalism, the Institute of Communications Research, the Division of Broadcasting, and a Program in Media Studies. The College has 41 faculty members, 41 undergraduate students, and 90 graduate students. The College offers baccalaureate degrees in advertising, journalism, and broadcast journalism and media studies masters degrees in advertising and journalism, and a doctorate in communications. The College is responsible for the staffing and management of three public broadcasting stations. The College of Communications has a distinguished tradition of teaching, research, and public service at a major public university.

Strong preference will be given to candidates with the following qualifications: a Ph.D. in a communication field; administrative experience; a record of performance and demonstrated commitment to affirmative action; the ability to provide innovative leadership to a diverse faculty.

Salary is competitive. Position available August 21, 1992.

In order to receive full consideration, nominations and applications (including vital) should be received by March 16, 1992. Materials should be submitted to:

Professor Richard W. Burkhardt, Chair  
Search Committee for the Dean of the College of Communications  
Office of the Vice President for Academic Affairs  
Southern Administration Building  
601 East John Street  
Urbana, Illinois 61820

Attention: Dr. Eugene H. Anderson 217/244-7951

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

DEAN  
School of Education  
GONZAGA UNIVERSITY

The Graduate School of Education announces a search for a Dean of the School of Education. The Dean will be responsible for the day-to-day management and future growth of the School of Education and will report directly to the President. The Dean will be responsible for the day-to-day management and future growth of the School of Education and will report directly to the President. The Dean will be responsible for the day-to-day management and future growth of the School of Education and will report directly to the President.

The School of Education, founded in 1924 and is one of the largest in the United States. The School of Education is a vibrant and dynamic institution with a rich history of excellence in education. The School of Education is a vibrant and dynamic institution with a rich history of excellence in education. The School of Education is a vibrant and dynamic institution with a rich history of excellence in education.

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Dean of Engineering  
Michigan Technological  
University

Michigan Technological University invites applications and nominations for the position of Dean of the College of Engineering. The Dean reports directly to the President and is expected to provide leadership in undergraduate and graduate education and research. MTU is one of the largest undergraduate engineering institutions in the country and houses growing graduate programs.

The College of Engineering is the largest academic unit of the University. It has approximately 4400 undergraduate, 225 M.S., and 130 Ph.D. students and 150 faculty in the Departments of Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering, General Engineering, Geological Engineering, Geology and Geophysics, Mechanical Engineering, Metallurgical and Materials Engineering, and Mining Engineering.

Qualifications include an earned doctorate, a distinguished research and teaching record appropriate for a tenured appointment in the College, proven leadership and administrative ability, and demonstrated commitment to affirmative action and diversity.

Nominations and applications, including résumé and names, addresses, and telephone numbers of three references, can be sent to: Dr. Martha Sloan, Chair, Dean of Engineering Search Committee, Office of the Provost and Vice President for Academic Affairs, Michigan Technological University, 1400 Townsend Drive, Houghton, MI 49931. The position is open 1 September 1992. Applications will be reviewed continuously until the position is filled.

Michigan Technological University is an Equal Opportunity Educational Institution/Equal Opportunity Employer.

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The College of  
WILLIAM & MARYSchool of Marine Science  
Virginia Institute of Marine Science  
DEAN OF GRADUATE STUDIES

The Virginia Institute of Marine Science at the College of William & Mary invites applications for the position of Dean of Graduate Studies in the School of Marine Science.

The Dean of Graduate Studies reports to the Dean of the School of Marine Science, and is the senior faculty member and principal academic officer for the graduate program. The Dean of Graduate Studies is responsible for developing and administering the graduate degree programs of the School of Marine Science, preparation of the academic budget, evaluation of faculty and monitoring staff within the program, and providing the necessary leadership to assure the highest standards for curriculum, teaching, and student qualifications.

The successful applicant must have an understanding of and commitment to graduate education in the ocean sciences, and should possess a distinguished record of teaching and research in the field of oceanography or related field appropriate to marine science.

A letter of application, curriculum vitae and the names of four references should be sent to:

Dr. L. Doreen Wright, Search Chair  
School of Marine Science  
Virginia Institute of Marine Science  
Gloucester Point, VA 23062

Review of applications will begin on February 17, and will continue until the position is filled. To ensure full consideration, letters of application and nomination should be received by the close of business on that date. Nominations for the position are also invited. Women and minorities are especially encouraged to apply. The position will be available on July 1, 1992.

The College of William and Mary is an Affirmative Action, Equal Opportunity Employer.

teaching a variety of life science development courses in the field of marine science. The College of William and Mary is an Affirmative Action, Equal Opportunity Employer.

Psychology: A tenure track Psychology position in Department of Education and Psychology. Available June 1, 1992. Successful candidate will have experience to teach Psychological Testing, Abnormal Psychology, Social Psychology, and other graduate level and General Psychology courses. Minimum qualifications: earned doctorate in Psychology. Rank and salary commensurate with educational background and experience. Send letter of application with vital information, current vitae, three letters of recommendation and curriculum vitae to: Kenneth P. Goodrich, Dean of Faculty, Linfield College, McMinnville, Oregon 97128. Screening begins March 15. AA/EEOE.

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Dean, School of  
Arts & Sciences

Bridgewater State College seeks applications and nominations for the position of founding dean of the newly formed School of Arts & Sciences. Reporting to the Dean are the Departments of Art, Biological Sciences, Chemical Sciences, Earth Sciences & Geography, Economics, English, Foreign Languages, History, Management Science & Admissions Science, Mathematics & Computer Science, Music, Philosophy & Religious Studies, Physics, Political Science, Psychology, Social Work, Sociology & Anthropology, and Speech Communication, Theatre Arts & Communication Disorders. The Dean, who reports to the Vice President for Academic Affairs, will play a critical leadership role in developing and assessing the curriculum, hiring faculty, budgeting, and program planning. The Dean will also have significant coordinating functions with the College's new \$10 million Center for Technological Applications. The Center is dedicated to improving K-12 and college teaching, especially in mathematics and science, through the applications of computing and communications technologies.

The successful candidate should have a terminal degree (Ph.D.) in one of the disciplines of the school; a strong sustained record of research and publication; a strong record of activity with appropriate professional organizations; extensive experience as a faculty member in an arts and sciences department; a record that indicates increasing levels of administrative responsibility appropriate to a school dean; and familiarity with recent developments in higher education curriculum. The successful candidate will exhibit personal qualities such as integrity, good judgment, creativity and a sense of humor that will allow him/her to work collegially with a wide range of constituencies including other administrators, faculty, school district personnel, and students.

Bridgewater State College is ideally situated in a small New England community close to Boston and Cape Cod. The College has a 150-year tradition in educating teachers. Approximately 36 percent of all current students (undergraduate and graduate) are majoring in education-related programs. The College offers Bachelor's and Master's degrees in a variety of educational disciplines, as well as the Certificate of Advanced Graduate Study.

## SALARY: Competitive.

DEADLINE FOR A COMPLETE APPLICATION FILE: Open and continuing, but not prior to March 1, 1992. (Letter of application, curriculum vitae, and names, addresses and telephone numbers of four references should be submitted for a complete file.)

ADDRESS ALL INQUIRIES TO: Chairperson, Dean of Arts and Sciences Search Committee, Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.

Bridgewater  
STATE COLLEGE

Political Science/History Instructor/Assistant professor, Department of History, Bridgewater State College, Bridgewater, MA 02325. Send letter of application, curriculum vitae, and names, addresses and telephone numbers of four references to: Dr. Mark Davis, Chair, Search Committee, Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.

Political Science/History Instructor/Assistant professor, Department of History, Bridgewater State College, Bridgewater, MA 02325. Send letter of application, curriculum vitae, and names, addresses and telephone numbers of four references to: Dr. Mark Davis, Chair, Search Committee, Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.

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Political Science/History Instructor/Assistant professor, Department of History, Bridgewater State College, Bridgewater, MA 02325. Send letter of



## DEAN COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT Lamar University - Beaumont

Applications and nominations are invited for the position of Dean of the College of Education and Human Development, Lamar University. The Dean is the chief academic officer of the college, reporting to the Executive Vice President for Academic and Student Affairs.

The University: Lamar University-Beaumont is the primary component of the state-supported Lamar University System which includes Lamar University-Orange, Lamar University-Port Arthur, Lamar Institute of Technology, and the John Gray Institute. There are approximately 10,000 students enrolled on the Beaumont campus in a variety of baccalaureate, master's, and doctoral programs.

The College of Education and Human Development is one of six colleges on the Beaumont campus and offers six baccalaureate and eight master's degrees as well as a doctorate in Educational Administration in cooperation with Texas A&M. The college enrolls 2,000 undergraduates and 500 graduate students and has 60 faculty in the departments of Professional Education, Educational Leadership, Home Economics, and Health, Kinesthetics and Dance. The teacher education programs are accredited by NCATE and the Texas Education Agency. Other components of the college include the Conn Chair for Gifted and Talented Education, the Early Childhood Development Center, the Journal of Teacher Education and Practice, the Division of Research and Evaluation and the Division of Professional Services.

### Qualifications:

- Earned doctorate in a discipline represented in the college;
- Record of effective education administration, including intellectual, curricular, and fiscal leadership;
- Knowledge and experience within the divisions of the college;
- Background of effective teaching, research and publications appropriate for appointment to the rank of professor;
- Demonstrated competence in interpersonal skills and collaborative efforts with internal and external constituents;
- Record of securing and allocating resources to provide quality undergraduate and graduate instruction, research, public service and outreach projects, including student recruitment.

The position is available in June 1992 or as soon thereafter as the selected candidate is available (no later than September 1, 1992). Review of applications will begin on March 2, 1992.

Applications/nominations procedure: Send letters of application or nomination to:

Dr. E. Harold Blackwell, Chair  
Education and Human Development Dean Search Committee  
P. O. Box 10034  
Lamar University-Beaumont  
Beaumont, Texas 77710

Applications must include a letter of interest, vita, names, addresses, and telephone numbers of three references. Women and minorities are encouraged to apply. Lamar University is an equal opportunity, handicap and affirmative action employer.

## DEAN HOBART AND WILLIAM SMITH COLLEGES

DEAN OF HOBART COLLEGE: The Dean is the senior administrative officer of Hobart College, one of two colleges of campus. Hobart College, for men, was founded in 1812 and is a coordinate college with William Smith College for women, founded in 1908. The two colleges have a single president, one central administration, one faculty and one Board of Trustees. The Colleges preserve individually through separate deans and their staffs, admissions offices and student governments. The Colleges are very selective in their admissions criteria and current enrollment is 990 men and 830 women. The 145 faculty are dedicated to interdisciplinary teaching and research, international education and how difference (e.g. gender, race, culture) informs what we share in common as human beings.

The coordinate nature of the colleges respects the fact that gender is a crucial ingredient in the formation of identity during the college years and are thus organized to support men and women equally—both separately and together—in a rigorous, liberal arts academic setting. The dean's position is a hybrid of both academic and student affairs responsibilities and in this sense is a unique and challenging opportunity.

The Dean is the principal administrative officer of the College in matters of student academic standing and student life, reporting directly to the President. The Dean advises individual students on academic matters, works with student organizations on questions of campus life, and supervises a variety of student service offices. The Dean is a member of the faculty and an ex-officio member of various faculty committees concerned with curricular, academic and student life matters. The Hobart Dean's Office includes an Associate and two Assistant Deans and a residential life coordinator. The Deans of the Colleges have oversight for admissions, financial aid, athletics as well as all other student services.

The Colleges are seeking a person with academic and administrative experience, a person deeply committed to an understanding of the inextricable connection between the academic and social spheres of a college, and a person who enjoys working at the intersection of faculty and student life.

Nominations or applications, with a letter explaining one's interest in this unique position, a résumé, and the names of three references may be sent to:

Dr. Donald Woodrow  
Associate Dean of Faculty and Chair of the Search Committee  
Core Hall  
Hobart and William Smith Colleges  
Geneva, New York 14456  
Review of applications will begin March 6, 1992.

Hobart and William Smith Colleges are equal opportunity employers.

## NORTH HENNEPIN COMMUNITY COLLEGE

### Dean of Student Services and Community Relations

North Hennepin Community College is a comprehensive two-year community college in the Minnesota Community College system. The 80-acre campus is located in Brooklyn Park, MN and serves the northwest section of the Twin Cities metropolitan area. The enrollment exceeds 6,000 students in a variety of transfer and two-year occupational programs. The college has a strong relationship with its community expressed in continuing education and community service activities and a vital student services program.

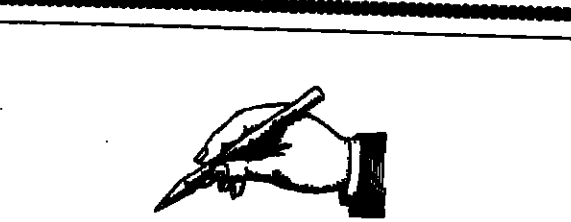
**Responsibilities:** The Dean of Student Services and Community Relations reports directly to the President and provides executive leadership to the College in matters relating to student access, services and activities, counseling, minority outreach as well as student and community information needs. Working collaboratively as a member of the President's Cabinet, the dean develops, implements and monitors goals, priorities, budgets, staffing policies, regulations and procedures relating to student and community relations.

**Qualifications:** The position requires a master's degree, doctorate preferred. The ideal candidate will have substantial managerial experience, demonstrated understanding of student services, commitment to the community college mission and student concerns; demonstrated success in supporting, advising, implementing and monitoring goals, priorities, budgets, staffing policies, regulations and procedures relating to student and community relations; and the ability to promote cooperative relationships to build a successful student life and community relations program.

**Applications:** Applications will be accepted until February 26, 1992 and must include a letter of application and a complete résumé. Applications should be sent to:

Search Committee  
Dean of Student and Community Relations  
North Hennepin Community College  
7111 85th Avenue North  
Brooklyn Park, MN 55445

Affirmative Action, Equal Opportunity Employer



Coverage of breaking news that affects higher education—from state capitals, academic conferences, and campuses throughout the country and the world—

every week in The Chronicle.

## CLARKE COLLEGE

### Search Opened for Academic Dean

ARE YOU PRESENTLY AN ASSOCIATE DEAN OR IN A POSITION WORKING CLOSELY WITH FACULTY WHO IS READY TO TAKE ON THE RESPONSIBILITY OF AN ACADEMIC DEAN? CLARKE COLLEGE MAKES AT A QUALITY ACADEMIC INSTITUTION.

Clarke College would like to hear from you if you are committed to liberal arts and to working with a dedicated, quality faculty in a supportive environment of an independent college. For consideration you will need to possess an earned doctorate in a traditional liberal arts discipline, successful teaching experience and scholarly achievement, a minimum of 3-5 years of administrative experience, strong leadership qualities, and the ability to communicate effectively and work well with a people.

### KEY RESPONSIBILITIES:

- Reports directly to the Vice President for Academic Affairs
- Has responsibility for the recruitment, evaluation, and professional development of the faculty
- Supervises budget planning and the management of the academic program
- Participates in long-range institutional planning and curricular development

Clarke College is a vibrant liberal arts institution with 145 years of quality and excellence in education and a demonstrated openness to vision for the future. Located in Dubuque, Iowa, on the banks of the Mississippi River where Iowa, Illinois, and Wisconsin converge, this historic city of 85,000 blends business, education, industry, arts and culture in exciting and unique ways.

This search will continue until the position is filled. Review applications will begin immediately.

Send letter of application, résumé, and names and telephone numbers of three references to:

Gertrude Ann Sullivan, BVM, Ed.D.  
Vice President for Academic Affairs  
Clarke College  
Box 1841  
1580 North Clarke Drive  
Dubuque, IA 52001-3188

Clarke College especially encourages applications from women and minority candidates and is an affirmative action, equal opportunity employer.

## ASSOCIATE DEAN School of Art & Design

Pratt Institute seeks an experienced professional to serve in the position of Associate Dean of the School of Art and Design. The Associate Dean will report directly to the Dean and be responsible for the day-to-day management and future growth of the School's departments, administrative and educational staff, budget and facilities and equipment. A person of vision, energy, and organizational capability is required to help lead the culturally diverse student body of nearly 2,000 undergraduate and graduate students in meeting the multi-faceted challenges of contemporary visual education.

Leading candidates will possess the following qualifications:

- A distinguished professional record with at least five years of demonstrated supervisory and administrative capability in the area of academic policy, personnel, planning, and budget.
- An advanced degree in one of the disciplines represented in the School (particularly strong candidates would hold a Master's degree in Arts Administration or Business Administration).
- Demonstrated competence with computer-based management information systems.
- Classroom or studio teaching experience.
- A proven capacity to foster cooperative action between diverse components of the School and Institute.
- A commitment to the mission of Pratt Institute.

The position is available on May 1, 1992. Annual compensation is competitive and includes an excellent benefits package. Applicants should submit: (1) a letter that expresses their interest in the position and their educational and administrative philosophy; (2) a copy of their curriculum vitae; and (3) a list of three references. Applications will not be considered without the candidate's permission. Applications should be sent no later than March 1, 1992, to:

Search Committee  
Associate Dean, School of Art and Design  
HUMAN RESOURCES DEPARTMENT  
200 Willoughby Avenue  
Brooklyn, New York 11205

Pratt Institute, founded in 1887, educates nearly 3,000 undergraduate and graduate students from 47 states and 80 foreign countries in Schools of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. Pratt is located on a 25-acre campus in the historic, landmark Clinton Hill neighborhood of Brooklyn, New York.

Pratt Institute is an equal opportunity/affirmative action employer.



Pratt Institute is an equal opportunity/affirmative action employer. Candidates should have a doctorate or equivalent degree. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies.

## The University of ILLINOIS at Urbana-Champaign

### DEAN

### COLLEGE OF COMMUNICATIONS

Nominations and applications are invited for the position of Dean of the College of Communications.

The Dean is the chief academic and administrative officer of the Faculty of the College of Communications, which includes the Department of Advertising and Journalism, the Institute of Communications Research, the Department of Broadcasting, and a Program in Media Studies. The College has 40 faculty members, 430 undergraduate students, and 60 graduate students. The College offers baccalaureate degrees in advertising, journalism (both news-editorial and broadcast journalism), and media studies, masters degrees in advertising and journalism, and a doctorate in communications. The College is responsible for the training and management of three public broadcasting stations. The College of Communications has a distinguished tradition of teaching, research, and public service at a major public university.

Strong preference will be given to candidates with the following qualifications: a Ph.D. in a related field; proven achievements in a scholarly discipline or professional field; administrative experience; a record of performance and demonstrated commitment to affirmative action; the ability to provide innovative leadership to a diverse faculty.

Salary is competitive. Position available August 21, 1992.

In order to insure full consideration, nominations and applications (including vita) should be received by March 10, 1992. Materials should be submitted to:

Professor Richard W. Burkhardt, Chair  
Search Committee for the Dean of the College of Communications  
c/o Office of the Vice Chancellor for Academic Affairs  
Southwest Administration Building  
601 East John Street  
Champaign, Illinois 61820

Attention: Dr. Kenneth E. Anderson (217/244-7454)

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

## DEAN School of Education GONZAGA UNIVERSITY

The Graduate School of Education announces a search for a successor to Dean Daniel J. Burkhardt. The ideal candidate will possess a Ph.D. in Education and have a minimum of 10 years of experience in higher education. The candidate will be responsible for the day-to-day management and future growth of the School's departments, administrative and educational staff, budget and facilities and equipment. A person of vision, energy, and organizational capability is required to help lead the culturally diverse student body of nearly 2,000 undergraduate and graduate students in meeting the multi-faceted challenges of contemporary visual education.

**Qualifications:** The position requires a master's degree, doctorate preferred. The ideal candidate will have substantial managerial experience, demonstrated understanding of student services, commitment to the community college mission and student concerns; demonstrated success in supporting, advising, implementing and monitoring goals, priorities, budgets, staffing policies, regulations and procedures relating to student and community relations; and the ability to promote cooperative relationships to build a successful student life and community relations program.

**Applications:** Applications will be accepted until February 26, 1992 and must include a letter of application and a complete résumé. Applications should be sent to:

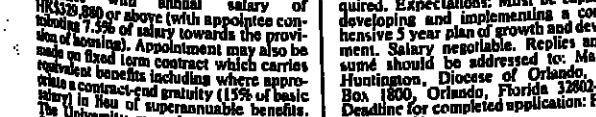
Search Committee  
Dean of Student and Community Relations  
North Hennepin Community College  
7111 85th Avenue North  
Brooklyn Park, MN 55445

Affirmative Action, Equal Opportunity Employer

## ASSOCIATE DEAN, School of Art and Design

Pratt Institute seeks an experienced professional to serve in the position of Associate Dean of the School of Art and Design. The Associate Dean will report directly to the Dean and be responsible for the day-to-day management and future growth of the School's departments, administrative and educational staff, budget and facilities and equipment. A person of vision, energy, and organizational capability is required to help lead the culturally diverse student body of nearly 2,000 undergraduate and graduate students in meeting the multi-faceted challenges of contemporary visual education.

Pratt Institute is an equal opportunity/affirmative action employer.



Pratt Institute is an equal opportunity/affirmative action employer. Candidates should have a doctorate or equivalent degree. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies.

## Dean of Engineering Michigan Technological University

Michigan Technological University invites applications and nominations for the position of Dean of the College of Engineering. The Dean reports directly to the Provost and is expected to provide leadership in undergraduate and graduate education and research. MTU is one of the largest undergraduate engineering institutions in the country and houses growing graduate programs.

The College of Engineering is the largest academic unit of the University. It has approximately 4400 undergraduate, 225 M.S., and 130 Ph.D. students in departments of Chemical Engineering, Civil and Environmental Engineering, Electrical Engineering, General Engineering, Geological Engineering, Geological and Geophysical Engineering, Mechanical Engineering, Metallurgical and Materials Engineering, and Mining Engineering.

Qualifications include an earned doctorate, a distinguished research and teaching record appropriate for a tenured appointment in the College, proven leadership and administrative ability, and demonstrated commitment to affirmative action and diversity.

Nominations and applications, including résumé and names, addresses, and telephone numbers of three references, can be sent to Dr. Martha Sloan, Chair, Search Committee for the Dean of the College of Engineering, 1400 Townsend Drive, Houghton, MI 49931. The position is open 1 September 1992. Applications will be reviewed continuously until the position is filled.

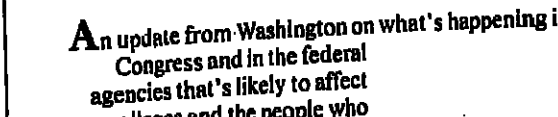
Michigan Technological University is an Equal Opportunity Educational Institution/Equal Opportunity Employer.



## ASSOCIATE DEAN, School of Art and Design

Pratt Institute seeks an experienced professional to serve in the position of Associate Dean of the School of Art and Design. The Associate Dean will report directly to the Dean and be responsible for the day-to-day management and future growth of the School's departments, administrative and educational staff, budget and facilities and equipment. A person of vision, energy, and organizational capability is required to help lead the culturally diverse student body of nearly 2,000 undergraduate and graduate students in meeting the multi-faceted challenges of contemporary visual education.

Pratt Institute is an equal opportunity/affirmative action employer.



Pratt Institute is an equal opportunity/affirmative action employer. Candidates should have a doctorate or equivalent degree. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies. The position is open to individuals with a background in the fields of Art and Design, Architecture, Liberal Arts and Sciences, and Professional Studies.

## The College of WILLIAM & MARY

### School of Marine Science Virginia Institute of Marine Science DEAN OF GRADUATE STUDIES

The Virginia Institute of Marine Science at the College of William and Mary invites applications for the position of Dean of Graduate Studies in the School of Marine Science.

The Dean of Graduate Studies reports to the Dean of the School of Marine Science, and is the senior faculty member and principal academic officer for the graduate program. The Dean of Graduate Studies is responsible for developing and administering the graduate degree programs of the School of Marine Science, preparation of the academic budget, evaluation of faculty and monitoring staff within the program, and providing the necessary leadership and administrative ability, and demonstrated commitment to affirmative action and diversity.

Qualifications include an earned doctorate, a distinguished research and teaching record appropriate for a tenured appointment in the College, proven leadership and administrative ability, and demonstrated commitment to affirmative action and diversity.

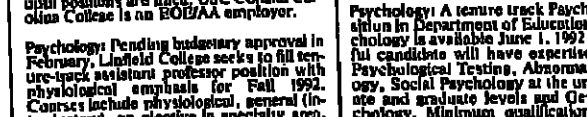
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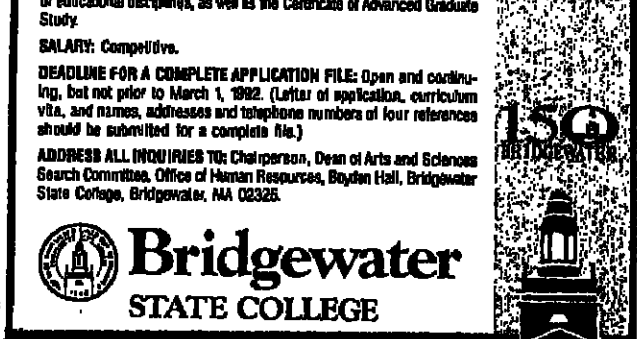
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Political Science/History Instructor/Assistant Professor. Desirable position. Salary \$24,000. Teaching Political Science courses, history survey, and American history. Send resume and references to Dr. Mark Davis, Bar-

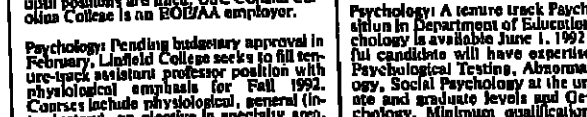
ton College, College Station, Wilton, North Carolina, 27893. A/V/E/D.

Political Science/Public Administration. The University of Hong Kong (founded 1955) offers comprehensive programs up to Ph.D. level in the Human-

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ISLANDIA UNIVERSITÄT: EINHUNDERTDREIßIG JAHRE

Zip Code  
D0592













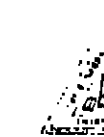
## VICE PRESIDENT FOR ACADEMIC AFFAIRS

California State Polytechnic University, Pomona, invites applications and nominations for the position of Vice President for Academic Affairs. The University is a public university with a campus of 200 acres in Pomona, California. The campus is located approximately 10 miles east of downtown Los Angeles, and is part of one of the nation's largest and most diverse university systems. The university is ranked for its academic and financial success among the nation's public universities. The Vice President for Academic Affairs will be responsible for the academic programs, securing and developing faculty and support staff, creating academic budgets, initiating special academic programs and providing leadership for a distinctive college.

Doane College, Nebraska's oldest independent college, enjoys a national reputation for excellence in undergraduate education. The successful candidate must have a clear vision of distinctive undergraduate education and be able to articulate that vision in the context of Doane and be able to move a Long Range Plan forward.

Candidates should understand why other colleges are "emerging" as distinctive institutions. Candidates should understand great teaching and effective learning through liberal arts and pre-professional programs, traditional and non-traditional education, and independent, church-related education. A terminal degree and full-time undergraduate teaching experience are required. The college hopes to fill the position by July 1, 1992. The salary is competitive with Midwestern liberal arts colleges.

Doane College is located in Crete, Nebraska, part of the Lincoln metro area, and serves 720 residential and 600 non-traditional students. Doane enjoys a \$25 million endowment and a long history of balanced budgets. In 1987, U.S. News and World Report identified the college as noteworthy among small, liberal arts colleges in the Midwest and West.



## Vice President for Academic Affairs DOANE COLLEGE

Doane College seeks nominations and applications for the position of Vice President for Academic Affairs. The Vice President is responsible for the academic programs, securing and developing faculty and support staff, creating academic budgets, initiating special academic programs and providing leadership for a distinctive college.

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Submit nominations and applications to:  
Fred D. Brown  
President  
Doane College  
1014 Howard Avenue  
Crete, Nebraska 68333

Applications must include (1) letter from the candidate (two pages), (2) vita, (3) concise work sample (one page) and (4) cover letter with the candidate, e.g., perspective, proposal, analysis, plan or speech.

AAEOOE

## VICE PRESIDENT FOR EXTERNAL RELATIONS

The University of Minnesota invites applications and nominations for the position of Vice President for External Relations.

The Vice President for External Relations reports to the President and is a member of the President's Cabinet. The Vice President's responsibilities include state and federal governmental affairs, development, alumni relations, and public relations.

Candidates for the position must, at a minimum, have a baccalaureate degree and three years of administrative experience; however, the University expects that the most qualified candidates will have an advanced degree, professional experience in areas such as the responsibility of the Vice President, experience in higher education, strong evidence of leadership ability in a complex management position, and a demonstrated commitment to affirmative action and equal opportunity.

The review of nominations and applications will begin immediately. To be considered, applications, consisting of a letter expressing interest, vita, and the names, addresses, and telephone numbers of three references, should be received no later than March 1, 1992. Nominations and applications should be addressed to:

Chair, Search Committee for the Vice President for External Relations  
University of Minnesota, College of Education  
104 Burton Hall  
178 Pillsbury Drive S.E.  
Minneapolis, MN 55455

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Send letter of application, resume and references to: Assistant Director Search Committee c/o Gayle Tucker, Assistant Director Search Committee, 178 Pillsbury Drive S.E., Minneapolis, MN 55455. Deadline: April 1, 1992. EOE is an AAEOOE employer.

Residence Life Area Coordinator. Responsible for the residence life area of the university. This position involves supervising and coordinating the residence life area of the university. The successful candidate will be responsible for the residence life area of the university.

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## California State University, Hayward ASSOCIATE VICE PRESIDENT, ADMISSIONS AND ENROLLMENT SERVICES

**THE POSITION**  
The Associate Vice President is responsible for planning and directing separate units associated with enrollment services: the Office of Admissions and Records, the Office of Relations with Schools, Student Affairs Resource Center and Educational Opportunity Programs. Approximately 90 staff members are assigned. The Associate Vice President reports to the Provost and Vice President for Academic Affairs and maintains liaison with the School Deans, the Associate Vice President for Academic Programs, the Associate Vice President for Computing Services, the Vice President for Student Services, the Associate Vice President for Institutional Planning and the Office of Planning and Development. The Associate Vice President is expected to maintain a leadership role in the development and use of enrollment management strategies for university planning and budgetary purposes.

**QUALIFICATIONS**  
(1) Minimal level of education is a Master's Degree and at least 5 years of successful experience in an office of admissions and enrollment services, or a university office of comparable complexity.  
(2) Ability to supervise a complex office, stay abreast of rapid change, and adapt a large organization to those changes; experience with budgeting new data bases and applications is desirable.  
(3) Interest in and experience with a diverse student population.  
(4) Understanding of the role of admission and enrollment for effective planning for the University's future.

**THE UNIVERSITY**  
California State University, Hayward is a comprehensive, regional university committed to excellence in teaching and research and to the responsibilities of a public institution in a large metropolitan area. Located in the San Francisco Bay Area, CSUH serves one of the most culturally diverse populations in the nation and seeks to enhance the multicultural character of the campus. The University contains 10 schools (Arts, Letters and Social Sciences; Business and Economics; Education; Health and Human Services; Law; Liberal Arts and Sciences; Life Sciences; Management; and the Division of Extended Education). CSUH has an enrollment of 15,000-16,000 students, of whom approximately 60% are minority students. The University offers a wide range of programs and services. The University is represented by the California Faculty Association in collective bargaining. The University offers a full complement of undergraduate majors and 23 graduate programs at the Master's level.

CSUH is an Affirmative Action, Equal Opportunity Employer.

**NOMINATIONS AND APPLICATIONS**

The appointment is to be effective July 1, 1992. Screening is expected to begin February 15, 1992. Applications should include a letter, resume, and the names of three references.

Please address nominations and applications to:  
Chair, Search Committee for the Associate Vice President,  
Admissions and Enrollment Services  
Office of the Provost and Vice President, Academic Affairs  
California State University, Hayward  
Hayward, CA 94542-3007

## DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

### VICE-PRESIDENT FOR BUSINESS SERVICES

Cedar Valley College, Dallas, Texas

Cedar Valley College, one of the seven member colleges of the Dallas County Community College District, is seeking qualified candidates for the position of Vice-President of Business Services. Cedar Valley is located in Lancaster, Texas, and serves a diverse student body. The college has a long history of excellence in business education and is currently seeking a Vice-President of Business Services to lead the college's business programs.

The VPBS is responsible for the organization and administration of the local and business affairs and for the administration of the non-instructional support services of the college. Specific duties will include financial planning and projections, budget development and monitoring, and hiring and supervising the non-instructional support services. The Vice-President will also have direct responsibility for the college-wide institutional research and resource development programs, focusing on applied research. Requirements are: master's degree in business or accounting, or bachelor's degree with equivalent experience; at least five years of experience in a similar position; and a demonstrated commitment to affirmative action and equal opportunity.

For consideration, forward a resume to: Mrs. Pat Jones, Personnel Coordinator, Cedar Valley College, 3030 N. Dallas Ave., Lancaster, TX 75134. Application deadline is February 28, 1992.

EOE/DFW Employer

with the cooperative agreement with the National Science Foundation. Minimum qualifications include a master's degree with a doctorate preferred. Familiarity with current issues in mathematics and science education and performance-based assessment is required. Salary will be commensurate with credentials and experience. Interested individuals should submit a cover letter identifying the position, a curriculum vitae, and three references to the position of Associate Director for Assessment, National Science Foundation, 400 National Science Foundation Building, Arlington, VA 22204. The position will be filled by July 1, 1992. The successful candidate will be responsible for the assessment of the college's programs and services.

Science/Mathematics Education/Assessment. Associate Director for Assessment. The position involves supervising and coordinating the assessment of the college's programs and services. The successful candidate will be responsible for the assessment of the college's programs and services.

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## URSULINE COLLEGE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Ursuline College invites nominations and applications for the position of Vice President for Academic Affairs. The Vice President is the chief academic officer of the college, is a member of the President's Staff, and is directly responsible to the President.

Ursuline College, founded in 1871 by the Ursuline Nuns of Cleveland, Ohio, is a Catholic liberal arts institution committed to leadership in higher education. The college is located on a 60+ acre campus in Cleveland, Ohio. Ursuline College has a long history of excellence in higher education and is currently seeking a Vice President for Academic Affairs to lead the college's academic programs.

The Vice President for Academic Affairs is responsible for the academic programs, securing and developing faculty and support staff, creating academic budgets, initiating special academic programs and providing leadership for a distinctive college. The Vice President reports to the President and is a member of the President's Cabinet. The Vice President's responsibilities include state and federal governmental affairs, development, alumni relations, and public relations.

Candidates for the position must, at a minimum, have a baccalaureate degree and three years of administrative experience; however, the University expects that the most qualified candidates will have an advanced degree, professional experience in areas such as the responsibility of the Vice President, experience in higher education, strong evidence of leadership ability in a complex management position, and a demonstrated commitment to affirmative action and equal opportunity.

The review of nominations and applications will begin immediately. To be considered, applications, consisting of a letter expressing interest, vita, and the names, addresses, and telephone numbers of three references, should be received no later than March 1, 1992. Nominations and applications should be addressed to:

Chairperson of the Search Committee  
Office of the President  
Ursuline College  
2850 Lander Road  
Pepper Pike, Ohio 44124

Ursuline College, an equal opportunity employer, encourages applications from women and minority candidates.

## THE COLLEGE OF ST. SCHOLASTICA

### VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

The College of St. Scholastica, a Catholic liberal arts college, is seeking a Vice President for Institutional Advancement. The Vice President is responsible for the college's institutional advancement programs, including fundraising, public relations, and alumni relations.

The College has nearly doubled its enrollment to approximately 2000 in the past 10 years. The student body has grown both in numbers and in diversity. The Vice President will be responsible for the college's institutional advancement programs, including fundraising, public relations, and alumni relations.

The person selected will have strong leadership skills and the capability of managing an integrated effort which involves not only staff but also the energies of trustees and other volunteers from the community.

Current challenges include the completion of a major campaign and reinitiating the annual giving program. The Vice President is responsible for major gifts and in cooperation with the President, Trustees, and volunteers.

The Vice President must have a proven track record in institutional advancement work and the ability to work with a variety of constituencies in college advancement work. The Vice President is a member of the President's administrative team, and also staffs the Board of Trustees' development committee.

Compensation will be competitive and will reflect the background and experience of the person selected. Please send current resume, a letter of interest, and references to: Ms. Judy Nardoni, Director of Personnel, College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811. Applications will be accepted until the position is filled. AAEOOE.

Duluth, Minnesota, located on the shore of Lake Superior, serves as a regional medical and retail center and is located in one of the Midwest's most beautiful vacation areas.

Send letter of application, resume and references to: Mrs. Pat Jones, Personnel Coordinator, Cedar Valley College, 3030 N. Dallas Ave., Lancaster, TX 75134. Application deadline is February 28, 1992.

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## UNIVERSITY OF MAINE SYSTEM PRESIDENT

The Presidential Search Committee, established by the Board of Trustees of the University of Maine System, invites nominations and applications for the position of President of the University of Maine at Machias.

The University of Maine at Machias is the easternmost campus in the United States. The town of Machias is the county seat, and the University is the cultural and intellectual center of this rural area. The student body is comprised of 1,000 undergraduates of diverse age and background coming from the downstate region and other states and countries. Characterized by a personal approach to education, the University of Maine at Machias offers a variety of programs in arts and sciences, business and education. All aspects of the University's life, mission, and programs are greatly influenced by the natural resources of the area.

The President is the chief academic and administrative officer of the campus, responsible for all aspects of its operation. The President reports directly to the Chancellor of the System and serves, along with the presidents of the other six campuses, as a member of the President's Council. Qualifications for this position include a proven record of scholarship and academic leadership, doctorate preferred; successful administrative experience; a commitment to a regional undergraduate University environment; and an understanding of relationships within a system of public higher education.

The formal review of candidates will begin mid-February, 1992. Nominations and expressions of interest should be submitted to:

Mr. Ralph Hodgkins  
Chairman of the Search Committee and Member of the Board of Trustees  
University of Maine System  
107 Maine Avenue  
Bangor, Maine 04901

The University of Maine System is an Equal Opportunity, Affirmative Action Employer.

## PALM BEACH ATLANTIC COLLEGE

### Vice President for Academic Affairs

Applications and nominations are invited for the position of Vice President for Academic Affairs of Palm Beach Atlantic College. Candidates should be experienced academic leaders who will serve as strong advocates for the academic program both within the college community and various external constituencies. Individuals must possess a doctorate in an appropriate academic discipline, be experienced in college or university administration, have a record of dynamic leadership, and demonstrate a commitment to the college's mission and vision.

The Vice President for Academic Affairs is responsible for the academic programs, securing and developing faculty and support staff, creating academic budgets, initiating special academic programs and providing leadership for a distinctive college. The Vice President reports to the President and is a member of the President's Cabinet. The Vice President's responsibilities include state and federal governmental affairs, development, alumni relations, and public relations.

Candidates for the position must, at a minimum, have a baccalaureate degree and three years of administrative experience; however, the University expects that the most qualified candidates will have an advanced degree, professional experience in areas such as the responsibility of the Vice President, experience in higher education, strong evidence of leadership ability in a complex management position, and a demonstrated commitment to affirmative action and equal opportunity.

The review of nominations and applications will begin immediately. To be considered, applications, consisting of a letter expressing interest, vita, and the names, addresses, and telephone numbers of three references, should be received no later than March 1, 1992. Nominations and applications should be addressed to:

Chair, Search Committee for the Vice President for Academic Affairs  
Palm Beach Atlantic College  
1000 S. Dixie Highway  
West Palm Beach, FL 33414-4708

Palm Beach Atlantic College is an Affirmative Action, Equal Opportunity Employer.

Send letter of application, resume and references to: Mrs. Pat Jones, Personnel Coordinator, Cedar Valley College, 3030 N. Dallas Ave., Lancaster, TX 75134. Application deadline is February 28, 1992.

Science/Mathematics Education/Assessment. Associate Director for Assessment. The position involves supervising and coordinating the assessment of the college's programs and services. The successful candidate will be responsible for the assessment of the college's programs and services.

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## VICE PRESIDENT FOR DEVELOPMENT

### THE UNIVERSITY

Transylvania is a private liberal arts college in Lexington, Kentucky, with an enrollment of 1,000. Founded in 1790, the University enjoys a long and distinguished history. For the past four years, *U.S. News & World Report* has ranked Transylvania as one of the top five regional liberal arts colleges in the South. With an endowment of almost \$50 million, Transylvania has recently completed a major fund drive, surpassing its goal of \$25 million.

### THE POSITION

The vice president for development will report directly to the president and will manage, design, and implement a comprehensive development program. He/she will oversee the organization and management of a capital campaign and will identify, cultivate, and solicit major gifts from individuals, corporations, and foundations. Extensive travel is required. Salary is commensurate with qualifications and experience. Starting date is July 1, 1992.

### QUALIFICATIONS

The successful candidate will have five or more years of fundraising experience, preferably for a liberal arts college. A demonstrated track record of achievement in gift solicitation and superior writing and speaking skills are required. Management experience in fund-raising campaigns and a working knowledge of tax laws affecting charitable giving are highly desirable. A dedication to the University and an enthusiasm for hard work and long hours are essential. Academic requirements include a bachelor's degree, with a master's degree preferred.

### APPLICATION

Nominations and applications, with a resume and names of three professional references, should be sent by March 16 to:

President Charles L. Shearer  
Transylvania University  
300 North Broadway  
Lexington, KY 40508-1797

## TRANSYLVANIA

### EXECUTIVE DIRECTOR COMMUNICATIONS

### Milton Hershey School HERSHEY, PENNSYLVANIA

Milton Hershey School, an independent, educational boarding school for motivated children from low-income families with a K-12 enrollment of 1,150 students, invites applications for the position of Executive Director of Communications. The position is directly responsible to the President and requires responsibility for the total communications mission, which includes leadership, supervision, and coordination of all public relations, public relations, television, radio, and print media. The position also involves the development and implementation of a comprehensive communications program. A minimum of five years of leadership experience in communications, public relations, and television/radio is required. A master's degree in a related field is preferred. The position is open to individuals with a minimum of five years of leadership experience in communications, public relations, and television/radio. The position is open to individuals with a minimum of five years of leadership experience in communications, public relations, and television/radio.

Send letter of application, resume and references to: Mrs. Pat Jones, Personnel Coordinator, Cedar Valley College, 3030 N. Dallas Ave., Lancaster, TX 75134. Application deadline is February 28, 1992.

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## PRESIDENT

Mid-South Technical College  
Crittenden County, Arkansas

Applications and nominations are invited for the position of President, who is the Chief Executive Officer of the college and responsible directly to the Board of Trustees.

Mid-South is located in Eastern Arkansas 10 miles from Memphis, TN in a county serving 50,000 Delta residents. The physical plant was previously dedicated to technical education and sits on a 30 acre site. The mission of this newly established public college is to provide highly accessible and affordable educational opportunity and services, including university transfers and technical and lifelong learning programs that promote increased individual development and improve the overall quality of life in a multicultural community.

## PROFILE

The success of a technical college is largely dependent upon the commitment, experience and ability of the chief administrative officer in operating a comprehensive institution responsive to the needs of its service area. The local board seeks a person with the following minimum qualifications:

1. Commitment to the concept of a comprehensive technical college.
2. Experience with the comprehensive 2 yr community or technical college.
3. An earned doctorate from a recognized university (in unusual situations, a least five years of training and experience in a community college may be accepted in lieu of an earned doctorate).
4. Experience with knowledge of the accreditation process.
5. Effective at working with various activities such as state and local governments, business/industry, local school districts and the community at large.
6. Ability to lead in a decision making process to foster a common sense of purpose throughout the college; evidence of leadership by participatory management.
7. Documented evidence of fiscal management skills, budgeting, facilities development and experience in administration or management with ability to work with a policy making board.
8. Demonstrated commitment to equal opportunity and affirmative action.

The local board shall consult with and have the advice of the Arkansas Board of Higher Education in the selection and employment of the president. Individuals with the above qualifications will receive preference.

## APPLICATION PROCEDURE

- A letter of application stating how the applicant meets each of the elements of the profile.
- Current resume.
- Names and telephone numbers of three current references.
- Applications must be postmarked no later than March 7, 1992 and mailed to:

MID-SOUTH TECHNICAL COLLEGE  
Presidential Search Committee  
P.O. Box 2067  
West Memphis, AR 72303

It is expected that the new President will be selected and in place no later than July 1, 1992.

Compensation is competitive with other Technical and Community Colleges of comparable size in the region.

## PRESIDENT

LAKE SUPERIOR STATE UNIVERSITY  
Sault Sainte Marie, Michigan

The Board of Regents of Lake Superior State University and its Presidential Search Committee invite nominations and expressions of interest for the position of president of the university.

Lake Superior State is a small, public university with an emphasis on undergraduate teaching. It is located in the scenic Eastern Upper Peninsula of Michigan in a community of 15,000 on the border of Canada. This campus is a blend of the historic and the new and additional construction continues under the master plan. The historic campus overlooks the famous Soo Locks and the star city of Sault Ste. Marie, Ontario, with its population of approximately 84,000. The university, founded in 1940 as a branch campus of Michigan Technological University, became an independent institution in 1970. It is governed by an autonomous eight member Board, appointed by the Governor. The university, with a student head count enrollment of 5,500, has 110 FTE faculty and an operating budget of \$29,000,000. In addition to the main campus, the university operates three instructional centers in the region.

Because of its bilingual location, the university attracts a sizeable number of students from Canada. Lake Superior State has the largest student population of Native Americans in the State of Michigan.

In addition to its general education requirements, Lake Superior provides academic offerings at the undergraduate level in criminal justice, business, historical and social sciences, engineering technology, nursing, and the arts and sciences. The master's degree in business administration continues its growth.

The university seeks an outstanding individual to provide strong, creative leadership to move this young, dynamic institution to its next state of development. The new president will be expected to assume office on July 1, 1992.

Nominations and expressions of interest, the review of which will begin in early March, should be sent to:

Dr. Alice R. McArthur  
Chair, Presidential Search Committee  
Lake Superior State University  
Sault Ste. Marie, MI 49783

An Equal Employment Opportunity, Affirmative Action Employer.

Spanish full-time, one year replacement for a Professor of Spanish beginning Aug. 1992. B.S. in Spanish, M.A. in Spanish, advanced language classes, Ph.D./A.D.D. teaching excellence strongly emphasized and demonstrated scholarship required. Applications will be received by March 1, 1992. Send curriculum vitae, copies of undergraduate and graduate transcripts, and three letters of recommendation to: Search Committee, Department of Spanish, Division of Languages and Literatures, Northeast Missouri State University, Kirksville, Missouri 63501.

Special Education Department of Special Education, Georgia State University, has an opening for an Assistant Professor of Special Education. The position involves teaching and supervising students with severe disabilities. Emphasis on orthopedic, mental, and sensory as well as intellectual disability. Candidates should possess a Ph.D. in special education, two years' classroom teaching, and experience in student placement and



## WALSH COLLEGE

is searching for a  
new president

who, for the first time in its history, will not be a member of the religious order which founded the College. This creates an extraordinary opportunity for a dedicated Roman Catholic educator who is willing and able to build on the firm foundation established by the Brothers of Christian Instruction over the last third of a century.

Recently reaccredited for the next decade by the North Central Association, Walsh College is virtually debt-free. Though not without financial concerns shared by most independent liberal arts colleges, Walsh is a stable institution with a pattern of enrollment growth and new program development.

The president, of course, will have to have strong communication skills, fiscal competence, fund-raising capability, and a commitment to collegiality in decision-making, but these practical attributes must be balanced by vision, courage, compassion, spirituality, and sensitivity to gender issues. Walsh faculty and students have a right to that kind of leadership.

The College, a baccalaureate institution with some graduate programs, has a well-endowed faculty of 110 members, a coeducational student body of 1536, of whom 44% are of non-traditional age. The president will be expected to have an earned terminal degree and, ideally, will have had experience in a private liberal arts college both as teacher and administrator.

Compensation will be competitive. Deadline for application: February 15, 1992. The new president will take office on July 1, 1992. He or she will be expected to lead the institution into the next century.

Applicants are invited to accompany their curriculum vitae with a letter explaining how they will meet the educational challenges of the 1990's, addressed to:

Brother Jerome Lessard, F.I.C.  
Chairman, Presidential Search Committee  
Walsh College  
2020 Easton St. N.W.  
North Canton, Ohio 44720-3396

An Equal Opportunity, Affirmative Action Employer

Search for a Chancellor of  
North Carolina Central University

## DURHAM, NORTH CAROLINA

The Board of Trustees of North Carolina Central University seeks a qualified person for the position of Chancellor. The appointment will be effective July 1, 1992. The salary and fringe benefits are competitive regionally and nationally.

North Carolina Central University is one of the sixteen constituent institutions of the University of North Carolina. It is a historically black, public, comprehensive institution whose five degree-granting units are the College of Arts and Sciences (Graduate and Undergraduate Divisions), the School of Business, the School of Law, the School of Education, and the School of Library and Information Sciences. The University awards baccalaureate and master's degrees and the first professional degree in law. It serves approximately 5,300 students on a 104-acre campus.

The Chancellor of North Carolina Central University is the chief administrative and executive head of the institution and is responsible for carrying out the policies of the University System's Board of Governors and the institution's Board of Trustees. Nominees for the position should hold an earned doctorate or appropriate terminal degree in an academic or a professional field and possess a demonstrated record of academic excellence and administrative experience.

Completed applications should be postmarked by February 15, 1992. Applicant's resume must be accompanied by a letter and include the names of at least five references with their business addresses and telephone numbers.

Letters of nomination and/or application should be addressed to:

Mr. Bert Collins, Chairman  
c/o Dr. Peter S. Perry, Executive Director  
Search Committee for Chancellor  
Post Office Box 1769  
Durham, NC 27702-1769

References will be contacted after an initial screening of applications.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

and experience in funded projects. Salary commensurate with qualifications. Applicants should submit letter of application, curriculum vitae, and copies of transcripts, letters of recommendation from individuals in relevant field, and placement credentials by February 15, 1992 to: Dr. Paul Alberto, Chairman, Search Committee, Department of Special Education, Georgia State University, Atlanta, Georgia 30303. Ethnic minorities, women, and individuals with disabilities are encouraged to apply. Georgia State University is an equal opportunity institution and an affirmative action employer.

Special Education School of Education, Department of Special Education, Georgia State University is a liberal arts, Catholic, Jesuit university. The School of Education has seven departments with 40 full-time faculty and an extensive off-campus program. The School is an NCATE approved institution offering bachelor's, master's, and doctoral level programs with certification programs for teachers, school counselors, instructional specialists, and administrators. The Department of Special Education seeks a Special Education Professor (tenure-track) to teach students in graduate and undergraduate programs, serving disabilities, and to supervise students in special education; and the supervision of student placement and

Mankato  
STATE UNIVERSITY

## is searching for a new President

Founded in 1867, Mankato State University is a unique comprehensive public university, located 75 miles south of the Twin Cities, metropolitan area in Minnesota, a state which is highly regarded for its commitment to excellence in higher education. Cosmopolitan in nature, Mankato State's faculty members come from throughout the nation, and hold graduate degrees from 120 universities in 40 states. In addition, there are faculty members from various nations, and 54 international students enroll. Mankato State has 10,000 students with 2,500 students enrolled at the graduate level.

The University is seeking an effective leader with the experience, energy, and intellectual vision to challenge the university to advance its commitment to excellence.

Prospective candidates must present evidence to demonstrate: experience at progressive levels of leadership; commitment to and demonstrated experience with shared governance; an understanding of complex budgets; previous involvement in policy development; leadership in advancing the goals of affirmative action and equity in education and employment; an understanding of the relationship between the university and the larger community; a strong understanding of the university's resource development; and strong interpersonal, writing, and public speaking skills.

An earned doctorate or other significant evidence of scholarship is required and teaching experience is preferred.

Nominations for the position are encouraged. An applicant must submit a letter of application, curriculum vitae, and a list of qualifications, abilities, and accomplishments as they relate to qualifications described above; a current resume; and the names, addresses, and home and office telephone numbers of at least five references which include faculty, students, and community leaders. Letters of reference are NOT requested at this time.

A complete position description will be provided upon application or nomination. Review of applications will begin on March 6, 1992. Appointment date is June, 1992 with service commencing on July 1, 1992 or as soon thereafter as possible.

Applications, nominations, and inquiries should be addressed to:



Dr. Manuel Mariano López  
Associate Vice Chancellor for Academic Affairs  
Minnesota State University System  
555 Park Street - Suite 230  
St. Paul, MN 55103  
(612) 298-0870

The Minnesota State University System and Mankato State University are equal opportunity, affirmative action institutions

## PRESIDENT

CALHOUN STATE  
COMMUNITY COLLEGE

## Search Reopened

Applications are being accepted for the position of president of Calhoun State Community College, a comprehensive community college located in the Tennessee Valley region of north central Alabama at Decatur. The College offers 67 associate degree programs and 46 certificate programs. It serves approximately 8,000 students and employs 295 full-time employees.

Master's degree is required. Preference will be given to candidates who hold an earned doctorate from an accredited institution in addition to possessing senior leadership experience in higher education at the community college level.

Compensation is \$65,070 to \$79,598, dependent upon qualifications and experience, in addition to an excellent benefits package which includes housing and expense allowance.

To be considered for this position, an applicant must complete and submit a letter of application, curriculum vitae, names, addresses, and telephone numbers of at least five professional references who have knowledge of applicant's experience, management style, and leadership skills. Finalists will be invited to submit additional materials and participate in an interview. Application materials must be submitted to the address shown below on or before March 12, 1992. Applications postmarked after March 12, 1992, will not be accepted.

Dr. Fred Gainous, Chancellor  
Alabama Department of Postsecondary Education  
401 Adams Avenue  
Montgomery, Alabama 36130-2130

Preliminary screening of applications will be conducted by search committee. Selection process subject to Alabama Sunshine Open Meetings Law and Alabama statutes on disclosure of public records. Inquiries, nominations, and expressions of interest should be directed to Nelle Johnson, Personnel Coordinator, Department of Postsecondary Education, 401 Adams Avenue, Montgomery, AL 36130-2130; (205) 242-2996, FAX (205) 242-2988. The Alabama Department of Postsecondary Education and John C. Calhoun State Community College are equal opportunity, affirmative action employers.

Speech and Theatre Department at Kutztown University invites applications for a one-year, full-time position (Assistant Professor) to teach four Introduction to Theatre courses during the 1992-1993 academic year. Ph.D. in Speech/Theatre or related field required. Teaching experience required. Salary commensurate with qualifications. Candidates may apply by sending a resume, three references, and a personal statement of qualifications to: Dr. J. P. McArthur, Chair, Search Committee, Department of Speech and Theatre, Kutztown University, Kutztown, Pennsylvania 19530. All materials must be received no later than April 1, 1992. Kutztown University is an Affirmative Action, Equal Opportunity Employer and actively solicits applications from qualified women and minority candidates.

Speech Communication Instructor, located in suburban Knapex City, Kansas, is seeking a full-time, tenure-track, master's level teacher to teach Speech Communication I and II. The position involves teaching and supervising students in speech communication. Teaching load will consist of 15 credit hours per semester. Annual salary is \$28,000.00. Candidates must have a master's degree in Speech Communication or related field and possess a minimum of two years' teaching experience. Candidates must submit a resume, three references, and a personal statement of qualifications to: Dr. J. P. McArthur, Chair, Search Committee, Department of Speech and Theatre, Kutztown University, Kutztown, Pennsylvania 19530. All materials must be received no later than April 1, 1992. Kutztown University is an Affirmative Action, Equal Opportunity Employer and actively solicits applications from qualified women and minority candidates.

## President

## Rochester Institute of Technology

Rochester Institute of Technology is an independent, coeducational university whose primary mission is career education integrated with the liberal arts. The Institute is located on a 1,300-acre campus in suburban Rochester, the world center of photography, the largest producer of cameras in the United States, and a leader in graphic arts and the production of electronic equipment and precision instruments. Rochester's industries have always been associated with science, technology, and progress.

The Institute is composed of nine colleges: applied science and technology, engineering, fine and applied arts, graphic arts and photography, liberal arts, science, continuing education, and the National College of Podiatric Medicine. The Institute is the only program of its kind in the world. RIT grants certificates and master's degrees in imaging science, and has the nation's only doctoral program in imaging science. RIT has a growing continuing education program and a cooperative program with the University of Rochester. RIT is currently involved in more than 2,600 students. Fifty percent of RIT's faculty are women.

Current faculty consists of some 8,500 full-time and 3,000 part-time students. Graduate students, as well as 1,700 graduate students. Enrolled students represent all 50 states and 63 foreign countries. Sixty-five percent of the students are women. The Institute is a member of the Association of Colleges of Art and Design.

The Institute is seeking an effective leader with the experience, energy, and intellectual vision to challenge the university to advance its commitment to excellence.

Prospective candidates must present evidence to demonstrate: experience at progressive levels of leadership; commitment to and demonstrated experience with shared governance; an understanding of complex budgets; previous involvement in policy development; leadership in advancing the goals of affirmative action and equity in education and employment; an understanding of the relationship between the university and the larger community; a strong understanding of the university's resource development; and strong interpersonal, writing, and public speaking skills.

An earned doctorate or other significant evidence of scholarship is required and teaching experience is preferred.

Nominations for the position are encouraged. An applicant must submit a letter of application, curriculum vitae, and a list of qualifications, abilities, and accomplishments as they relate to qualifications described above; a current resume; and the names, addresses, and home and office telephone numbers of at least five references which include faculty, students, and community leaders. Letters of reference are NOT requested at this time.

A complete position description will be provided upon application or nomination. Review of applications will begin on March 6, 1992. Appointment date is June, 1992 with service commencing on July 1, 1992 or as soon thereafter as possible.

Applications, nominations, and inquiries should be addressed to:

Colby Chandler, Chair  
Presidential Search Committee  
Rochester Institute of Technology  
Lomb Memorial Drive  
Rochester, NY 14623-0887

Applications should include a current and complete resume and a letter of application. The search committee will begin review of candidates on March 22, 1992 and will continue until a candidate is selected. If an EO/AA Employer. The search is assisted by the Presidential and Consultation Service of the Association of Governing Boards.

## SUPERINTENDENT OF SCHOOLS

## PASCO, WASHINGTON

The Pasco School District in southeast Washington serving 7,000 students seeks an energetic, dynamic professional to lead the district's educational efforts. The Superintendent of Schools is responsible for the overall management and leadership of the district. The position requires a minimum of five years' experience in a similar position. The Superintendent will be responsible for the development and implementation of the district's educational program, the supervision of the district's personnel, and the management of the district's financial resources.

Interested candidates should submit a letter of application, curriculum vitae, and three references to: Mr. L. T. Pasquale, Superintendent of Schools, Pasco School District, 500 N. 1st Street, Pasco, WA 99016. Applications should be received by March 12, 1992.

Speech-Language Pathology Assistant Professor, Speech-Language Pathology Department, San Diego State University, seeks a tenure-track Assistant Professor. The position involves teaching and supervising students in speech-language pathology. The candidate must have a Ph.D. in Speech-Language Pathology and a minimum of five years' experience in a similar position.

Interested candidates should submit a letter of application, curriculum vitae, and three references to: Dr. Elizabeth G. Blodgett, Chair, Department of Speech-Language Pathology, San Diego State University, 623 University Ave., San Diego, CA 92182. Applications should be received by March 12, 1992.

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UNIVERSITY OF COLORADO  
HEALTH SCIENCES CENTER

## CHANCELLOR

The Chair of the Search Committee, Executive Vice President Theo. Volsky, Jr., is seeking nominations and applications for the position of the Chancellor of the University of Colorado Health Sciences Center. The Health Sciences Center is one of four campuses of the public University and is located in Denver, Colorado. Located on the campus are the Schools of Medicine, Nursing, Dentistry, Pharmacy, Graduate Education, University Hospital, Colorado Psychiatric Hospital, as well as many regional centers and institutes. The campus has a total of 3,424 students and a graduate medical education program which includes 720 residents and fellows that are located on campus and at affiliated institutions throughout the State. There are approximately 1,200 full-time faculty who are engaged in the education, research, patient care and community service missions of the campus. The budget for the campus, excluding University Hospital, is over \$200 million. Research and training grant and contract awards currently total over \$80 million per year.

The Chancellor is the chief academic and administrative officer for the campus and reports directly to the President of the University which is governed by a nine member elected Board of Regents. The Chancellor also serves, by law, as the Chairperson of the Board of University Hospital which has been reorganized as a Hospital Authority. The Chancellor represents the institution with external constituencies including affiliated hospitals, local and state elected officials, alumni, donors, community and business leaders, and others. The Chancellor serves as a member of the President's cabinet and represents the University in all matters related to health policy and the delivery of health services. Currently, those with respect to the education, research, patient care and community service missions of the health sciences schools, the Superintendent of Colorado Psychiatric Hospitals, and various staff and directors of internal agencies.

The University of Colorado is committed to equal employment opportunity and affirmative action. Qualified candidates must have academic credentials that are customary for this type of position and experience in a significant leadership position at an academic health center, large University, or comparable philanthropic organization.

Please submit nominations and applications to the Search Committee no later than March 1, 1992. All correspondence or requests for additional information should be addressed to:

Ms. Denise Brown  
Search Committee Staff  
University of Colorado Health Sciences Center  
4200 E. Ninth Avenue, Box A095  
Denver, Colorado 80262  
(303) 270-7734

Superintendent  
of Schools  
JUNEAU, ALASKA

Energetic, dynamic professional sought for progressive, highly educated capital city. Pristine environment, outdoor opportunities unlimited; \$85,000+ (DOE) and benefits. Qualify for an Alaska Type B Administrative Certificate with a superintendent endorsement. Closing March 31, 1992. Job starts July 1, 1992. The Juneau School District is an Equal Opportunity Employer. Submit letters of application to: Association of Alaska School Boards, 316 West 11th Street, Juneau, Alaska 99801-1510; 907/586-1083.

Speech-Language Pathology Assistant Professor, Speech-Language Pathology Department, San Diego State University, seeks a tenure-track Assistant Professor. The position involves teaching and supervising students in speech-language pathology. The candidate must have a Ph.D. in Speech-Language Pathology and a minimum of five years' experience in a similar position.

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## PRESIDENT

## MERCER COUNTY COMMUNITY COLLEGE

The Board of Trustees of Mercer County Community College invites applications and nominations for the position of President. This opportunity has occurred due to the retirement of the current President after 17 years in that position. The President is the chief executive officer and reports to the Board of Trustees.

The college is a comprehensive, public community college serving over 300,000 citizens of Mercer County in central New Jersey. The programs, courses and services offered at two contemporary campuses, reach over 30,000 people annually. An urban location is in the heart of Trenton near the State House Complex, and the suburban campus consists of 11 buildings on 292 acres. The students are supported with an annual budget of \$28 million and over 650 faculty and staff persons.

Mercer's distinguished faculty is deeply committed to teaching and to their students. Development of programs in the advanced technologies and service to the business community has led to national recognition. Faculty have received awards and recognition for participating in international air exchanges, symposia and community college consortia.

The college seeks a visionary leader who can mobilize and energize the community to support the college through the development of traditional and alternative sources of funding. The successful candidate will possess excellent communication skills.

In order to ensure full consideration, applicants should address the elements of the profile.

## PROFILE

- ◆ An earned doctorate preferred
- ◆ A record of progressively responsible administrative experience, preferably in higher education
- ◆ Teaching experience and a sensitivity to and understanding of the teaching learning process

## Demonstrated:

- ◆ Understanding of and commitment to the comprehensive community college philosophy
- ◆ Effective management of financial resources, including an ability to expand alternate sources of funding
- ◆ Sensitivity to a multi-cultural student population and a commitment to college-wide educational pluralism
- ◆ Understanding of the collective bargaining process, experience preferred
- ◆ Leadership in participatory management
- ◆ Ability to successfully interact with governmental agencies at all levels, business and industry, labor, and other educational entities
- ◆ Ability to inspire people to enjoy their contribution to the fulfillment of the institutional mission
- ◆ Leadership in the area of planning and guiding the institution to greater service to the needs of the community

Applicants should state in their letter of application how they meet the profile. Applicants should submit, in addition to the letter of application, a current resume and five references with telephone numbers.

Applications should be postmarked by February 29, 1992 and submitted to: Ms. Jennifer Ann Dowd, Assistant Dean, Personnel Services and Labor Relations, Mercer County Community College, P.O. Box B, Trenton, NJ 08680.

The successful applicant will be expected to assume the position by July 1, 1992. Salary is competitive with institutions of similar size and position. An Equal Opportunity/Affirmative Action Employer. An ACCT Search.

Salary history by February 29, 1992 to: Mr. L. T. Pasquale, Superintendent of Schools, Pasco School District, 500 N. 1st Street, Pasco, WA 99016. Applications should be received by March 12, 1992.

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## EXECUTIVE DIRECTOR Arizona Board of Regents

The Arizona Board of Regents invites applications and nominations for the position of Executive Director. The Board of Regents is the constitutionally authorized governing body for the three Arizona universities, including the University of Arizona, Arizona State University, and Northern Arizona University. The Executive Director:

- Advises and makes recommendations to the Board on a broad variety of issues relating to the operation of the university system.
- Actively participates and assists the Board in its planning process and, particularly, in the development of new intermediate and long-range plans.
- Reviews proposals submitted to the Board by the universities and makes recommendations related thereto.
- Supervises and participates with central office engaged in academic, administrative, audit financial, legal, legislative, personnel, planning, and policy areas.
- Actively participates with the president of each university in the Council of Presidents.
- Coordinates Board policies with the universities and monitors compliance of these policies.

Applicants must have had successful experience in significant educational administrative positions and be prepared to assist the Board in developing a plan which will promote excellence in education in the university system. Experience in the following areas is desirable:

- Governing Board operations.
- Budgeting and financial analysis.
- Policy development and analysis.
- Strategic development and analysis.
- Long-range planning.
- Presenting complex material orally and in writing.
- Negotiating with and appearing before legislative bodies.
- Facilitating action in settings where divergent positions must be resolved.
- Interacting with diverse constituencies.
- Interaction with faculty and campus administration.

Nominations and applications, along with a current résumé, and the names, addresses, and telephone numbers of five references will be accepted until the position is filled. First review will begin on February 28, 1992. The salary for this position will be competitive and negotiable based upon the experience and background of the successful candidate. The position will become available on July 1, 1992. Applications and nominations should be sent to:

President of the Board of Regents  
Arizona Board of Regents  
2020 North Center Ave., Suite 230  
Phoenix, AZ 85004

The Arizona Board of Regents is an Equal Opportunity,  
Affirmative Action Employer.

## President

### West Virginia Institute of Technology

Nominations and applications are invited for the position of President of West Virginia Institute of Technology. Established in 1896, West Virginia Tech is accredited by the North Central Association. Approximately 8,000 students are enrolled in 42 baccalaureate and master's degree programs and one master's degree program offered through the College of Arts and Sciences, the College of Engineering, the College of Business and Economics, and the Community and Technical College.

West Virginia Tech is located in Montgomery, a city of about 5,500 citizens, 15 miles from the state capital of Charleston. It is one of ten institutions in the State College System of West Virginia. The President is the chief executive officer of the institution and reports to the State College System Board through the Chancellor of the System.

The salary is \$78,000, and a president's residence and other benefits are provided.

Review of candidates will begin on March 16, 1992. Nominations are requested earlier. It is expected that the new President will begin work in mid-August.

A letter and résumé should be sent to:

Marie Carter  
Executive Secretary  
Presidential Search Committee  
1018 Kanawha Boulevard East, Suite 700  
Charleston, WV 25309

Inquiries may be directed to Ms. Carter at the above address or by calling (804) 848-0880.

An affirmative action, equal opportunity employer.

Theatre: Associate Professor of Theatre. Antioch College seeks a full-time, tenure-track position starting in fall 1992. Courses include Directing, Introduction to World Theatre, and Acting Lab with special emphasis on the ability to teach both an experimental and traditional approach. The successful candidate is expected to direct two or three productions a year, with at least one play coming from a non-Western repertoire. MFA, Ph.D., or professional experience required. Letter of interest should include evidence of teaching ability and directing, and descriptive details of program contributions where applicable. Please send nominations and applications to: Theatre Department, Antioch College, Yellow Springs, OH 45387. The process of reviewing applicants will begin March 15, 1992. Antioch College is an Affirmative Action, Equal Opportunity Employer.

acceptance to teach classes in Theatre and Drama. Candidates should have a strong background in theatre and drama, and be able to teach at the college level. Must have strong oral and written communication skills. Need to be comfortable teaching and advising students at both college and graduate levels. The position could lead to Department Chair appointment. Deadline for applications is March 31, 1992. Send letter of interest and résumé to: Dr. Joseph H. Smith, Theatre Department, 2115 Summit Avenue, St. Paul, Minnesota 55105. DOE.

## Everett Community College

### PRESIDENT

The Board of Trustees of Everett Community College invites qualified applications and nominations for the position of President. Everett Community College is located near the eastern shore of Puget Sound, nestled at the foot of the Cascade mountain range just 28 miles north of Seattle. It is a comprehensive single-district College with several off-site learning centers. The College enrolls approximately 8,000 students divided among Academic Transfer, Vocational/Technical, and Adult Education programs.

Applicants should state in writing how they meet the following profile:

- Demonstrated commitment to the community college philosophy.
- Evidence of responsiveness to student needs.
- Evidence of successful teaching experience at the post-secondary level and an understanding of the teaching-learning process which will include the employment of technology.
- Ability to assist the College constituencies in building a College community in which diversity and pluralism are valued.
- Experience in representing a college in all areas, with an ability to mobilize and energize community support for the College by working with external groups including the legislature, social agencies, business and industry and labor.
- Proven communication skills with a management style that is decisive yet open and encouraging of the active participation of all constituencies.
- Evidence of the ability to inspire trust and loyalty in others with a sense of humor and a willingness to share both success and failure.
- Evidence of leadership qualities that create a positive Board of Trustees relationship.
- Administrative experience at the senior level with skills in strategic planning, fiscal management, conflict resolution, labor relations and with an ability to foster and encourage innovation and experimentation.
- Ability in analysis and written communication.
- Earned doctorate preferred, masters required from an accredited institution.

Candidates for the position will be innovative and enthusiastic with a strong sense of vision who will assist the College in addressing the changes which challenge us in the 90's.

The new President will assume office on July 1, 1992. Application should be received by March 13, 1992, and include a resume and names of three references addressed to:

Marilyn Abel, Search Coordinator  
Everett Community College  
801 Weimere Avenue  
Everett, WA 98201

Everett Community College is an Equal Opportunity Employer.

## SUPERINTENDENT-DISTRICT ADMINISTRATOR

### Whitefish Bay (Milwaukee), Wisconsin

The School District of Whitefish Bay, a north shore suburb of Milwaukee, Wisconsin, is seeking a visionary leader with a passion for excellence in education and a commitment to the best education possible for all children.

Whitefish Bay has gained a national reputation for the quality of its students with over 90% of its graduates attending post-secondary schools and universities. There are four public schools in the District: two K-5 schools, a middle school (6-8), and a high school (9-12). Enrollments in the Fall of 1991 were 1357, 522, and 784, respectively, for a total enrollment of 2,663. Minorities comprise 18% of the student body. The District employs approximately 300 people. Three collective bargaining units represent the teachers, secretaries/aides, and custodians. The District also includes a Community Service Center which provides regional and adult programs for approximately 5,000 people annually. The annual budget approximates \$18 million.

Whitefish Bay is known as a village of fine homes, good government, and a first-rate school system. There is a strong sense of community pride and it offers a highly desirable quality of life. Its population of 14,000 is composed primarily of business and professional people.

The ideal candidate for this attractive opportunity will have experience as a superintendent or as a senior administrator in a comparable district. This position requires a strong leader who inspires trust and motivates in a positive manner, emphasizes people over process and utilizes an inclusive management style.

Informal interviews may be conducted during the AASA convention in San Diego, February 21-24. Please phone for further information:

J. Morris Buchanan, Vice President  
JON McRAE & ASSOCIATES, INC.  
300 Galleria Parkway, Suite 400  
Atlanta, GA 30339  
Phone (404) 933-1983

The Whitefish Bay School District is an EQUAL OPPORTUNITY EMPLOYER and encourages applications from women and minorities.

Catholic higher education. Salary is negotiable. Gonzaga University, a Jesuit university founded in 1867, enrolls 4,200 students from 41 states and 40 countries. 150 students are enrolled in the Department of Communication Arts. Submit a letter of application, résumé, the names of three references and salary requirements no later than March 1, 1992 to Mrs. Colleen McMahon, Chair, Department of Communication Arts, Gonzaga University, Spokane, Washington 99208.

Vice President/Academic Affairs: Vice President for Academic Affairs/Provost. West Texas A&M University invites nominations for the new position of Provost/VPA. Description of responsibilities and salary information appeared in the January 29 issue. Applications received by March 1 will be guaranteed review. Candidates should submit a letter of interest, vita, and names and telephone numbers of three references to: Dr.

Flavia Kilbrey, Chairman, Provost Search Committee, 19701 J. Canyon, Texas 79066.

Writing Director of Writing Center. Full Professor, start Fall 1992. Teach leadership in the teaching of writing in the Department and across the campus. Work with faculty in the Writing Center. Teach 2 courses per semester. Must have a Ph.D. in English or related field. Salary commensurate with experience. Send letter of application, current vita, graduate transcripts, and three letters of recommendation to: Dr. Charles L. Smith, Academic Chair, Boise State University, 1910 University

## State University of New York Health Science Center Syracuse

### PRESIDENT

The State University of New York Health Science Center at Syracuse is a comprehensive health science center at Syracuse, New York.

The Health Science Center at Syracuse is a comprehensive health science center at Syracuse, New York. It is the primary medical/health care center in the region, serving approximately 4,400 staff to fulfill its mission. It employs approximately 4,400 staff to fulfill its mission. It employs approximately 4,400 staff to fulfill its mission. It employs approximately 4,400 staff to fulfill its mission.

Through its Search Committee, seeks an outstanding leader to lead the Health Science Center at Syracuse who possesses the following qualifications:

- Established academic reputation and credentials appropriate to a senior appointment (M.D., Ph.D., or comparable earned degree).
- Extensive record of administrative accomplishment and an understanding of the operations of a university medical center.
- Ability to work effectively with all constituencies within the Health Science Center (faculty, administrative officers, staff, students and others) and to provide decisive yet sensitive leadership to the campus as a whole.
- Ability to assess and communicate convincingly the Health Science Center's mission, needs and strengths to SUNY system and community leaders and groups, to elected officials and at all levels of government, to healthcare service consultants and to potential donors.
- Commitment to the principles of diversity and equal opportunity.

Search Committee will begin the review of candidates on September 1, 1992 or as soon as possible. Candidates should submit nominations or expressions of interest (with letter, résumé and the names of three references) should be sent to:

Dr. Theodore Sommer, Chairperson  
Presidential Search Committee  
SUNY Health Science Center at Syracuse  
750 East Adams Street  
Syracuse, New York 13210-2399

Applications and nominations will be held in confidence. Health Science Center at Syracuse is an Affirmative Action, Equal Opportunity Employer with a strong commitment to racial, cultural diversity.

## PRESIDENT

### Eastern Illinois University

The Board of Governors of State Colleges and Universities invites applications and nominations for the position of President of Eastern Illinois University.

Eastern Illinois University is a residential institution located in Charleston, Illinois and is one of five universities in a system governed by the Board of Governors. Eastern Illinois University offers baccalaureate and master's degrees in a variety of programs. The Fall 1991 headcount of Eastern Illinois University exceeds 11,000.

The President is the chief executive officer of the University and reports to the Board of Governors and through the Chancellor to the performance of his or her duties.

Candidates should hold an earned doctorate from an accredited institution and have the experience and ability required to provide leadership for Eastern Illinois University.

Competitive and appointment is expected to be made by Fall 1992. Full consideration, nominations and applications received by a current vita should be received by March 16, 1992. Applications and nominations should be sent to:

Dr. Thomas D. Layzell  
Chancellor  
Board of Governors of State Colleges and Universities  
200 Hilton Plaza  
700 East Adams Street  
Springfield, Illinois 62701-1601

Board of Governors is an Equal Opportunity, Affirmative Action Employer.

Dr. John B. Bly, Closing Date:

Applications and nominations should be sent to:

Dr. John B. Bly, Closing Date:

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Dr. John B. Bly, Closing Date:

Applications and nominations should be sent to:

Dr. John B. Bly, Closing Date:

## Executive Director - Community Foundation

The Greater Worcester Community Foundation seeks a mature, dynamic individual with strong leadership and managerial talents. Foundation assets are \$28 million and growing.

The position requires strong organizational and administrative abilities; sensitivity to donor, recipient and community issues; excellent communication skills; experience working with diverse constituencies; knowledge of endowment management; fund-raising and promotional skills. Benefit package included.

Nominations and applications should be sent to GWCF Search Committee, c/o Fletcher, Tilton & Whipple, 370 Main Street, Worcester, MA 01608.

## SUPERINTENDENT OF SCHOOLS

Seminole County (Sanford), Florida

School Board of Seminole County, Florida seeks dynamic individual for Superintendent/CEO of 51,000-student district. Ten years of successful Administrative/Managerial experience needed in sound business and fiscal management techniques, organizational design, visionary leadership, and commitment to students. Ph.D., Ed.D. or MBA preferred. Salary range \$90,000-\$105,000. Applications to: Dr. Wayne Blanton, Executive Director, Florida School Boards Association, 203 S. Monroe Street, Tallahassee, FL 32301; 904/224-1374.

## Superintendent of the Public Schools Chelsea, Massachusetts

Boston University invites expressions of interest and nominations for the superintendency of the Chelsea, Massachusetts Public Schools.

Boston University and the Chelsea Schools have forged an unprecedented partnership for national reform of urban schools. This partnership is in the third year of a ten-year contract. Over the first three years, SAT scores, achievement test scores and student attendance have increased. The Partnership has implemented a comprehensive reform plan which includes teacher training, curriculum reform and health care. A primary goal of the Partnership is to build a program that will ensure that every three and four year old will have the opportunity to attend school from 7:30 A.M.-6 P.M., every working day of the year. The public schools, PK-12, serve 3700 students in four PK-8 elementary schools and one 9-12 high school. Seventy percent of the students are from minority groups. The superintendent is able to draw upon the resources of the fifteen schools and colleges at Boston University. A *Different September Foundation*, a private education foundation, raises funds for the Partnership.

Boston University will begin the review of candidates this spring. The new superintendent will assume responsibilities on July 1, 1992. The position calls for a person with a clear vision for an intellectually rigorous urban school system. The individual must be prepared to challenge accepted practices and lead in the face of public pressure and media scrutiny. A candidate should have an established record of excellence in the classroom, school or system level administrative experience and an earned doctorate. The salary is negotiable. Although selected by and accountable to Boston University, the superintendent will be an employee of the Chelsea School Department.

Please send letter and resume by March 10, 1992 to:

Chelsea Superintendency Search Committee  
Office of the President  
Boston University  
147 Bay State Road  
Boston, Massachusetts 02215



Boston University and the City of Chelsea/Chelsea School Department are equal opportunity, affirmative action employers.

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## End Paper

### *The Stolid Mothers and Brawny Workers of New Deal Art*

**T**HE NEW DEAL stands as the single example of a liberal American reform movement not accompanied by a resurgence of feminism. Instead, the strains of economic depression reinforced the containment of feminism that had begun after the winning of suffrage. As men lost their jobs, wage-earning women became the targets of public hostility and restrictive policy. One slogan exhorted, "Don't take a job from a man!"

A number of state legislatures and then the federal government passed the so-called married-person's clause, mandating that the civil service could employ only one member of a family; many women were dismissed under the rule. School boards often fired married women, deferring to the same assumption about the primacy of the male breadwinner. Meanwhile, social workers and public figures held women responsible for maintaining family morale; as Eleanor Roosevelt reminded her sisters, "It's up to the women!"

The New Deal brought a host of women to positions of new prominence in the federal government, but their policies were aimed at ameliorating women's condition rather than demanding sexual equality.

A marked shift in visual representation of women registered the changed tenor. In the 1910's and 1920's, the flapper and the

"Feminist—New Style" symbolized a younger generation of women. As journalist Dorothy Dunbar Bromley described that generation, young women were at once blithely indifferent to feminism as a political movement and eager to live out a version of female independence rooted in personal freedom. With the collapse of the overheated postwar economy, the youth culture that had sustained the postwar version of the New Woman seemed to disappear overnight.

In its place emerged a somber consideration of youth's straitened possibilities and a reaction against the consumption associated with youth culture, seen as a sign of the careless and wasteful excess of the 1920's. Heightened concern for family stability and conflict over women's paid work found cultural expression in a reaffirmation of traditional gender ideology. And, in turn, as the stolid mothers and brawny workers of New Deal art came to dominate public space, such representations themselves worked on audiences.

*The text above is by Barbara Melosh, associate professor of English and American studies at George Mason University. It is excerpted from *Fagendering Culture: Manhood and Womanhood in New Deal Public Art and Theater*, published by the Smithsonian Institution Press.*

In keeping with a trend of lawmakers' demanding to know more about what colleges do, Gov. Carroll A. Campbell, Jr., is expected to sign a bill that would require the South Carolina Commission on Higher Education to submit an annual report on the performance of the state's students and colleges.

The bill, which has passed both houses of the General Assembly, requires the commission to submit a first report by next January. The report will include the proportion of students who complete undergraduate- and graduate-degree programs, the student retention rate, the job-placement rate for graduates, the proportion of students enrolled in remedial programs, and the proportion of remedial students who successfully complete entry-level college courses.

In addition, the commission is being asked to determine the proportion of lower-division courses taught by full-time and part-time faculty members, changes in enrollment rates of minority students, and the number of students who transfer from technical colleges to four-year institutions.

The bill prohibits the commission from disbursing state appropriations to institutions that do not submit the required information.

Hoping to save some of the sting from unexpected mid-year tuition increases at Maine's public colleges, the state will offer \$2-million in no-interest loans to needy students.

The Maine Education Loan Authority will use about half of its \$4-million reserve fund to provide the Emergency Educational Loans. The money will be lent to colleges, which in turn will lend the funds to students for up to one year.

The authority took the action after the University of Maine and the Maine Technical College Systems imposed tuition surcharges of about 15 and 10 per cent, respectively, for the spring 1992 semester. The surcharges were prompted by cuts in state support. Maine residents attending private colleges in the state are also eligible.

Richard H. Pierce, executive director of the authority, said it was not concerned about the income it would lose by not investing all of its reserves more lucratively. "It's going to cost us a few dollars, but we think it's a good investment," he said.

A ruling by the California Supreme Court that local tax increases must be approved by a two-thirds vote instead of a simple majority has raised questions about the legality of a 10-per-cent increase that would have provided \$7-million for the College of San Francisco.

Only five per cent of the voters approved the increase last year, but the measure is divided about 50-50. It has been invalidated by the court.

## Government & Politics

### Auditors Say Research Universities Charged U.S. \$350-Million Too Much for Indirect Costs

More abuses reported to Congress, but some institutions claim misrepresentation

By GOLDIE BLUMENSTYK

WASHINGTON

Research universities have collectively overcharged the government at least \$350-million in recent years, federal auditors told a Congressional panel last week.

That figure includes questionable costs charged to the government that were discovered in audits conducted by three separate federal agencies over the past several months at dozens of research universities across the country.

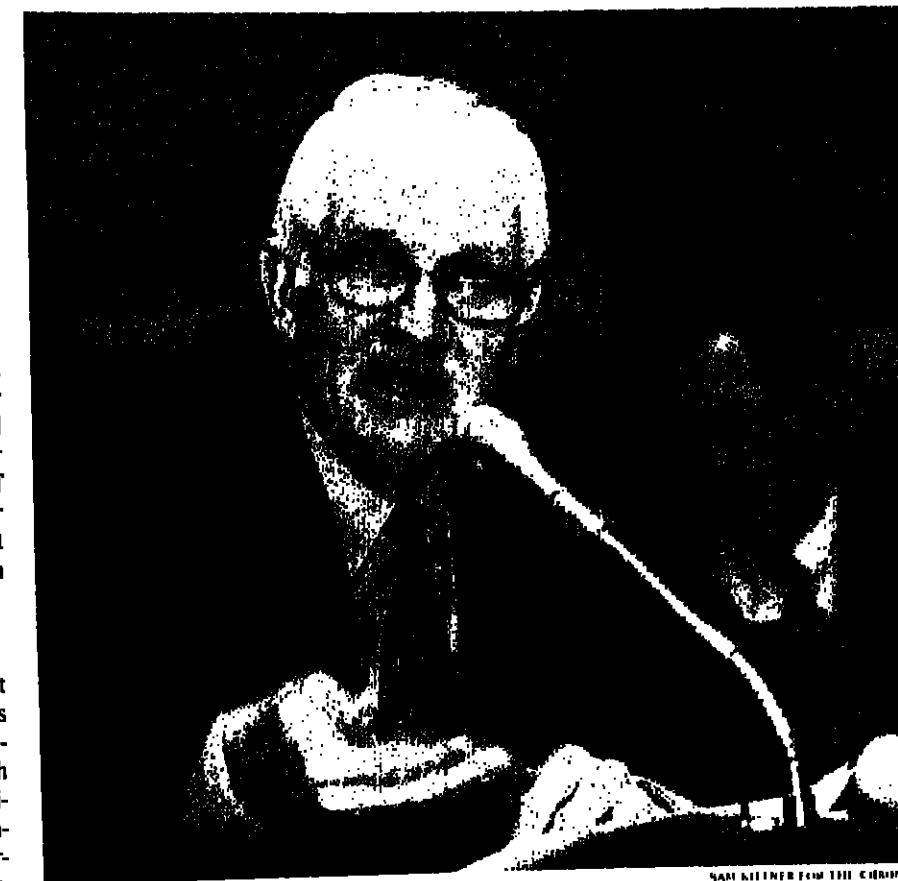
The inquiries examined the charges that universities made to the government for the indirect costs of research. The federal government reimburses universities for such expenses as utilities and the cost of running libraries that universities incur while conducting federal research, but that are not tied to any one federal research project.

**\$11,295 for St. Patrick's Day Party**

Over the last year, and again at last week's hearings, government officials have revealed a list of charges at universities that appear to have nothing to do with research. Auditors said that Syracuse University, for example, had collected reimbursement from the government for a portion of an \$11,295 St. Patrick's Day party.

The audits cover varying time periods and involve different aspects of the institutions' financial record keeping. Nonetheless, Rep. John Dingell, the Michigan Democrat who chaired the hearing, said the latest findings proved that the spending abuses attributed to Stanford University last year were not an anomaly.

Mr. Dingell, the driving force behind Congress's investigation, said he was dismayed by "the depth and breadth of the



The GAO's J. Dexter Peach: The vagueness of the rules "invited opportunistic interpretations," and universities used that "to reach for all they could receive."

indirect-cost abuses at universities," and by the "active disregard" for government rules and taxpayers' money shown by many institutions.

Mr. Dingell and the auditors also acknowledged that vague regulations and a decade of lax oversight had contributed to the situation. "The problem of unallow-

able costs being charged to the government is systemic," said J. Dexter Peach, an assistant comptroller general at the General Accounting Office, the investigative arm of Congress.

The vagueness of federal rules governing how indirect costs could be recovered

*Continued on Page A34*

### NIH Releases Draft of Organizational Plan for the Agency's Future

By STEPHEN BURD

BETHESDA, MD.

The National Institutes of Health last week launched a process of developing a "strategic plan" for the agency.

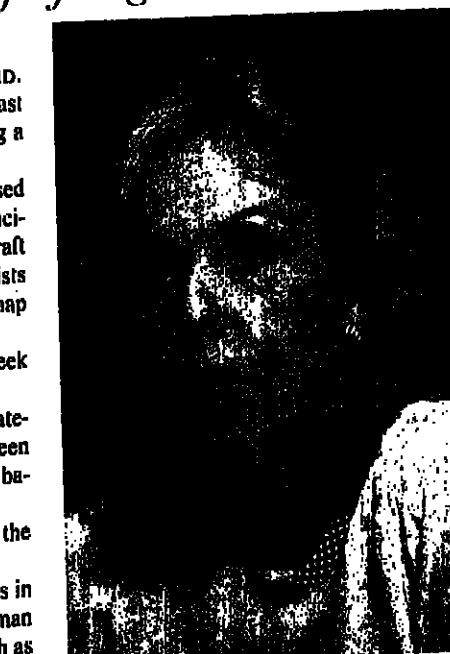
NIH officials released a draft of proposed objectives for the NIH and general principles for carrying out the plan. The draft will be used as a starting point by scientists who will attend a series of meetings to map the future of the institutes.

The first meeting will be held this week in San Antonio.

The NIH has never had an overall strategic plan, and all priority setting has been conducted on an institute-by-institute basis.

The draft includes five objectives for the entire NIH:

- To assure that critical technologies in basic biology that have an effect on human health and the national economy—such as molecular medicine, biotechnology, vaccine development, and structural biology—are advanced as priorities across the NIH.
- To strengthen the capacity of the bio-



NIH's Bernadine P. Healy: "When we just focus on the number of grants we're awarding, we look like an entitlement agency for scientists."

medical- and behavioral-research enterprise to respond to emerging public health needs by focusing on such areas of science as basic biology and the environment, neuroscience and behavior, childhood health and mortality, reproductive biology and development, prevention, health education, and disease control, population-based studies, chronic and recurrent illness and rehabilitation, aging, and the health of women, minority groups, and underserved populations.

- To provide for the renewal and growth of intellectual capital essential to the biomedical research enterprise.

- To secure the highest return on the public's investment in the enterprise.

- To continually earn the public's confidence in carrying out the NIH mission.

**An Enticing Argument**

NIH officials have reportedly been criticized within the Bush Administration for using the plan as a way to demand more money for the NIH.

At a press conference about the plan,

*Continued on Page A33*



"SECURITY OF THE FAMILY," REYNOLD POOL

PHOTOGRAPH BY BARBARA MELOSH

سكروان النور



## BUDGET

## Total Budget Gain for Academic Research and Development Is 5%, but the Share for Health Institutes Disappoints Scientists

By COLLEEN CORDES  
and STEPHEN BURD

WASHINGTON

Federal spending on academic research and development would increase by about 5 per cent in fiscal 1993, totaling about \$11.5-billion, under the budget President Bush proposed last week.

Proposals for science programs varied widely. Scientists were enthusiastic about the large increase the President requested for research at the National Science Foundation, but disappointed by the relative modesty of his plan for the National Institutes of Health, the largest source of federal funds for academic research.

Higher-education officials said the total budget request for academic science was encouraging, given the recession and the tight limits on federal spending. Still, it represents only slightly more than an increase for inflation, which the Administration has projected at 3 per cent for this year.

"We need to bear in mind that the average person out there is going through a tough time right now," said Steven Beckham, director of federal relations at the University of South Carolina. "So I don't want to appear overly greedy and say it's not enough. But investment in scientific research in our universities is going to play a major role in our economic recovery."

Highlights of the President's proposal for science and technology include:

- Growth of about 19 per cent in the National Science Foundation's research budget, and a reduction of about 1 per cent for the foundation's education office.

- An increase of about 4.9 per cent for the National Institutes of Health.

- Substantial infusions for some big science and technology programs, including an increase of 34 per cent for the Superconducting Supercollider and an 11-per-cent increase for the space station.

- For grants to individual researchers, increases of about 17 per cent at the NSF, about 7 per cent at the Department of Health and Human Services, and about 11 per cent at the Department of Energy.

- An increase of 3 per cent for basic research at the Department of Defense, even as overall military spending is reduced.

- Relatively small increases in total spending on agriculture research, but a 53-per-cent increase in the Agriculture Department's competitive research program.

- An emphasis on five Presidential initiatives coordinated across agencies—advanced computing, global environmental change, mathematics and science education, biotechnology, and the creation of advanced materials.

## Commitment to 'Small Science'

In the past, proposals for large increases for big science and technology projects triggered complaints from scientists that the extra money would come at the expense of the grant programs that benefit individual researchers. But D. Allan Bromley, the President's chief science adviser, last week emphasized the Administration's commitment to "small science" and pointed to the increases it had requested for grants to individuals at the science foundation, Health and Human Services, and the Energy Department.



D. Allan Bromley, the President's chief science adviser, says the Administration is committed to helping "small science."

Mr. Bromley added: "These individual investigators remain the heart and backbone and strength of American science and technology."

Some science-policy experts agreed that the Administration's proposal struck a better balance between big and small science and technology projects this year.

But they said the debate might boil up in Congress again this year. Lawmakers unwilling to make the cuts the President called for in other programs will be looking for dollars to trim from his science and technology proposal. And massive projects like the supercollider, which involve large numbers of jobs and powerful political constituencies, are always harder to cut than support for individual scientists, the experts said.

Mr. Bromley himself added that the increases proposed for academic science would not be enough "to remove totally the pain" being felt on the campuses because federal support has not kept up with an increase in the number of researchers seeking aid.

Some university representatives suggested that the Administration's efforts to protect both big projects and grants to individuals had resulted in troubling shortfalls for a third type of program—the kind that helps institutions and scientists build their capacity to conduct quality research. The

most prominent example, they said, was the absence of any competitive program to renovate campus research facilities.

Following are the proposals for specific agencies:

**The National Institutes of Health.** Many biomedical researchers and lobbyists said they were angry that the Administration has requested the NIH to be financed below the rate at which the costs of biomedical research are rising. But others argued that fiscal constraints this year had forced the Administration to choose between competing priorities that were all valuable.

## Fewer Grants From NIH

For NIH, the budget called for an overall increase to \$9.4-billion, from \$9-billion. The increase for grants to individuals would be about 7 per cent, to \$5.3-billion from \$4.9-billion. While NIH would support 22,132 grants altogether—a record number—it would actually be financing fewer new ones in 1993 than in 1992. The budget would allow NIH to support 5,800 new grants next year, around 200 fewer than in fiscal year 1992.

Said David B. Moore, the assistant director of governmental relations at the Association of American Medical Colleges: "The request barely covers inflation. And in some very important areas, it

does not come near the inflation rate at all."

To many, the most disappointing part of the NIH budget was that it would keep financing flat for research centers, research training, and clinical drug trials. Said Dr. Moore: "At a time that we are trying to attract more young people into science, careers, the Administration is shutting down training."

The budget calls for a 1.1-per-cent increase for the National Cancer Institute and a 4-per-cent increase for AIDS research. AIDS research will get \$873-million up \$32-million from fiscal 1992. NIH reportedly requested \$1.3-billion for AIDS.

Cancer and AIDS researchers complained about the budget plan. Michael Colvin, a professor of oncology and medicine at the Johns Hopkins University, said: "It is a disappointment we don't see more in the entire NIH budget and that cancer this year is not keeping pace within NIH at a time when there are many opportunities for cancer therapies and prevention, new biological targets to examine and exploit."

Said June E. Osborn, the chairman of the National Commission on AIDS and dean of the School of Public Health at the University of Michigan: "It's an awful shame to be decreasing real dollars at a time when the AIDS epidemic is exploding and when there is a great deal of good research proposed that can't be done with limited resources."

## 'Got to Take a Longer View'

At a Department of Health and Human Services briefing, Secretary Louis W. Sullivan said that increases for research on diseases like cancer and AIDS might look small next to those for projects like the supercollider and the space station.

But he said: "You've got to take a longer view. You have to look at where the programs are in their developments. Cancer received a massive infusion of funds in the 1970's, and AIDS got a large infusion in the 1980's. The Administration has been very responsive to these diseases, and now the results are beginning to pay off."

**National Science Foundation.** The budget for the foundation's activities would go up by about 13.5 per cent, to a total of \$3.04-billion. That figure includes money for the foundation's Antarctic program in fiscal 1992 and 1993 from the Department of Defense.

"I can only say that I hope in the future the news is always as good as it is this year," said Walter E. Massey, the NSF director, at a briefing last week. Scientists were particularly excited about the plan for research spending to go up by about 19 per cent. They pointed to past years in which the foundation's total budget grew faster than its spending on research.

For the first time in several years, however, support for the education office would be reduced, by nearly 1 per cent. Mr. Massey pointed to the office's rapid growth in recent years and said it would concentrate next year on consolidating the gains it had made. Congress, however, has been eager in the past to increase support for science education and somewhat skeptical of the agency's own commitment to it. Lawmakers probably will insist on another boost for the office's budget.

**Department of Defense.** Spending for the Pentagon's basic research would increase by about 3 per cent. Mr. Bromley, the President's science adviser, said he regretted that the increase was not larger. Researchers, however, were relieved

## Government &amp; Politics

that the numbers for military research were up instead of down, given the pressure to slice substantial amounts from military programs in response to the end of the cold war. Over all, Defense Department support for academic research and development would rise by about 2 per cent, to a total of about \$1.445-billion.

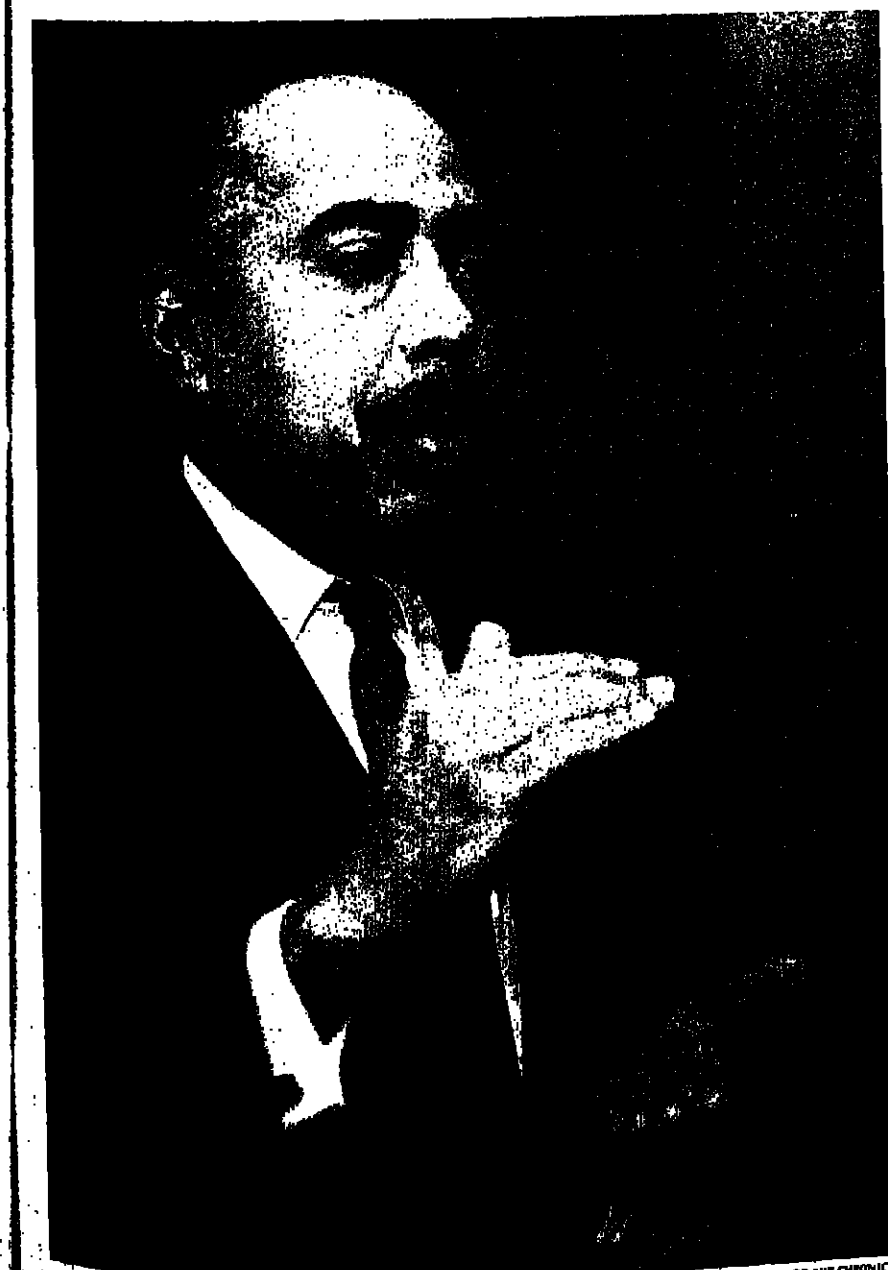
**Department of Energy.** Sharp reductions in nuclear-weapons production, made possible by the end of the cold war, would allow the agency to shift a greater proportion of its resources next year to civilian research.

Support for research on conservation and renewable energy, for example, would increase by 15 per cent, to \$580-million, reflecting the President's commitment to reduce the country's dependence on imported sources of oil, officials said.

Funds for construction of the Superconducting Supercollider, a subatomic-particle collider being built near Dallas, would rise 34 per cent—to \$650-million—to keep the \$8.25-billion project on schedule. It is due to be completed by the end of the decade.

## Commitments From Overseas

Energy Secretary James D. Watkins said his department planned to receive an additional \$133-million for the project from the State of Texas next year and expects commitments this summer totaling \$100-million from four countries—Canada, India, South Korea, and Russia. He said the agency also expected to determine by April the nature of Japan's contributions—



The NSF's Walter E. Massey, "I can only say that I hope in the future the news is always as good as it is this year."

which will probably come in the form of equipment donations.

Basic-energy sciences would increase 6.4 per cent, to \$814-million. Fusion-energy-research programs, which experienced little growth in recent years because of cuts and deferrals in large projects, would rise 6.8 per cent, to \$360-million.

Recognizing the importance of "little science," the agency would provide a \$40-million increase in support next year specifically for research by individual investigators and small groups of researchers at universities.

Mr. Watkins, in a theme he continued from last year's budget briefing, complained that more money would have been available in the budget for other worthy research efforts if Congress had ended its yearly practice of slipping "pork-barrel" projects into his agency's appropriations bills to benefit the constituents of powerful lawmakers.

"We hate to see jobs generated out of research," he said, adding that \$141-million for such projects had been included in his agency's appropriation for fiscal 1991 and \$117-million for fiscal 1992.

**High-performance computing and communications.** Nine federal agencies are assisting in the effort to develop advanced computer and networking capabilities and boost research and development in those fields. The program, now in its second year, received a Congressional appropriation of \$655-million in fiscal 1992, and the President has proposed an increase of nearly 23 per cent.

The budget calls for spending \$178-million next year for the development of better hardware for new computers, and devices that will make present computers more efficient. About \$346-million would be spent to develop better and more affordable software that would enable computers to perform common functions much faster.

An additional \$123-million would be spent on the National Research and Education Network, a high-speed communications link that would allow research facilities, educational institutions, and government agencies to move vast quantities of data in seconds.

About \$156-million would be spent on basic research and human resources, developing new techniques for using high-performance computers, and educating more people about their use.

**National Aeronautics and Space Administration.** NASA would receive a modest increase in its overall budget, rising only 4.5 per cent to \$14.9-billion. But research-and-development activities within the agency would increase 12.8 per cent, to \$7.7-billion.

Much of that increase would go to the space station *Freedom*, a project many space scientists had asked Congress to eliminate, arguing that it was of little value to science. While the space station would see its budget rise 10.8 per cent, to \$2.25-billion, projects of interest to scientists would also receive healthy increases.

## Astronomy and Life Sciences

Support for the Advanced X-Ray Astrophysics Facility, a top priority for many astronomers, would increase 15 per cent, to \$174-million, while physics and astronomy programs in general would rise 6.8 per cent, to \$1.1-billion. Life-sciences research would increase 19 per cent, to \$177-million, but planetary-exploration programs would decline by 9.6 per cent, to \$487-million. That decrease is due largely to the completion of the *Mars Observer*, a

spacecraft scheduled to be launched later this year.

**Agriculture Department.** The Bush Administration is keeping its promise to add \$50-million a year to the National Research Initiative. The competitive-grants program has a proposed budget for 1993 of \$150-million—a 53-per-cent increase.

## Nutrition and Soybean Research

In 1991, about 74 per cent of the program's budget was used to support basic research, and about 11 per cent was directed toward attracting new scientists into high-priority areas in agriculture research. The proportion of support for those programs is expected to be the same in 1993. However, the federal government is placing increased emphasis on nutrition research and on research to develop alternative uses for agriculture products, such as using soybeans to create biodegradable plastics.

On the other hand, the Bush Administration once again has proposed eliminating funding for Congressional earmarking of funds for pet projects. The result is a proposed \$416-million budget for the Department of Agriculture's Cooperative State Research Service—a 18.2-per-cent decline from the current estimate of \$508.9-million for 1992.

**Research on global change.** Support for research related to global change would increase to \$1.37-billion—a 24-per-cent increase over 1992. The largest increase is a 225-per-cent rise in support for the economics component of the program.

Economists have complained that they had difficulty obtaining significant support for estimating the economic impacts of climate change. But for 1993, President Bush is proposing a sharp increase in support—rising from \$4-million to \$13-million.

Mary Crystal Cage, Kim A. McDonald, and David L. Wilson contributed to this article.

## Spending for Humanities Would Go Up 6.3%, but White House Would Hold the Line on Arts

By STEPHEN BURD

WASHINGTON

The Administration has asked for a 6.3-per-cent increase for the National Endowment for the Humanities for fiscal 1993. But for the second year in a row, the appropriation for the National Endowment for the Arts would be unchanged.

Under the plan, the humanities endowment's budget would increase to \$187.6-million.

NEH Chairman Lynne V. Cheney said in a statement: "The new funds will allow NEH to promote national progress in humanities education, research, and preservation, and to advance the study and public understanding of history, literature, foreign languages, and other humanities disciplines in this country."

## \$600,000 for New Program

The endowment's increase includes \$600,000 for a new grant program, run with the National Science Foundation and the Fund for the Improvement of Postsecondary Education, to support curricular projects in higher education that integrate the humanities and the sciences.

The Administration also asked for \$16-million for the Challenge Grant Program, which provides money for general support

for universities and scholarly groups. The Challenge Grant Program took an 18-per-cent cut in fiscal 1992 and, as a result, Stephen Cherrington, the director of planning and budget at the endowment, warned that the agency might have had to cancel an entire round of Challenge Grant awards for 1993 if it did not get at least \$16-million for the program in fiscal 1993.

The arts endowment's budget would remain at its present level: \$175.96-million. The agency has been the subject of controversy for the past three years as lawmakers and arts advocates battled over restrictions on the types of art that the federal government should support.

Humanities advocates said last week that they were pleased by the NEH budget request, but worried about the impact on the NEH of the level request for the arts endowment.

"The huge disparity between the arts endowment and the humanities endowment will be problematic," said John Hammer, the director of the National Humanities Alliance. "Congress, in working with the Administration's budget, will probably focus more on the non-increase for the arts endowment. The emphasis there will make it more difficult to address the other budgets creatively."





## At a Glance

COMPARED WITH FISCAL 1992.

## EDUCATION DEPARTMENT:

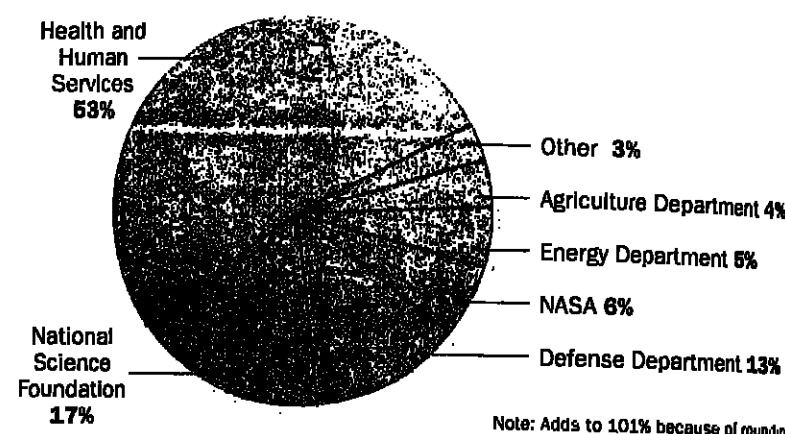
|                         |           |
|-------------------------|-----------|
| Pell Grants             | +22%      |
| Supplemental Grants     | -38%      |
| College Work-Study      | -26%      |
| Stafford Student Loans  | +25%      |
| Aid to black colleges   | +9%       |
| International education | No change |
| Education research      | +62%      |
| State student aid       | -100%     |
| Office for Civil Rights | +15%      |
| Vocational education    | +4%       |
| FIPSE                   | +7%       |

## OTHER AGENCIES:

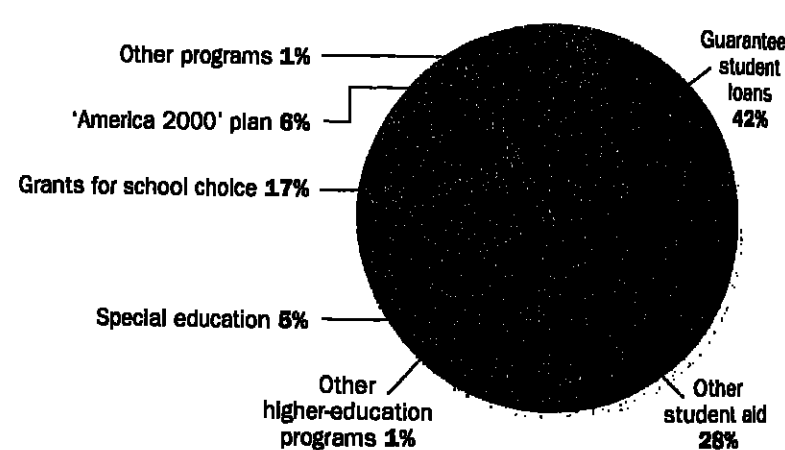
|                                         |           |
|-----------------------------------------|-----------|
| NIH                                     | +5%       |
| AIDS research                           | +4%       |
| NSF research                            | +10%      |
| NSF education                           | -1%       |
| Cooperative extension                   | No change |
| DOE basic research                      | +3%       |
| Superconducting Supercollider           | +34%      |
| NASA research and development           | +13%      |
| National Endowment for the Humanities   | +6%       |
| National Endowment for the Arts         | No change |
| National Archives                       | +1%       |
| USIA educational and cultural exchanges | +1%       |
| Non-profit postal subsidies             | +1%       |

## Government &amp; Politics

## A \$2.9 billion plan for research in academe



## A \$2.9 billion increase for the Education Department



## In the Department of Education

|                                                    | Fiscal 1991 actual | Fiscal 1992 estimate | Fiscal 1993 request |
|----------------------------------------------------|--------------------|----------------------|---------------------|
| <b>Student assistance</b>                          |                    |                      |                     |
| Pell Grants                                        | \$5,374,200,000    | \$5,460,000,000      | \$6,637,600,000     |
| Supplemental Grants                                | 520,000,000        | 577,000,000          | 358,000,000         |
| College Work-Study                                 | 595,000,000        | 615,000,000          | 454,000,000         |
| Income-contingent loans                            | 4,800,000          | 4,800,000            | 5,000,000           |
| State Student Incentive Grants                     | 64,000,000         | 72,000,000           | 0                   |
| Perkins Loans                                      | 156,000,000        | 156,000,000          | 15,000,000          |
| Stafford Student Loans                             | 4,619,500,000      | 4,819,500,000        | 6,046,100,000       |
| Paul Douglas Teacher Scholarships                  | 14,800,000         | 15,000,000           | 15,000,000          |
| <b>Graduate support</b>                            |                    |                      |                     |
| Peterson Roberts Harris graduate fellowships       | 17,600,000         | 17,600,000           | 0*                  |
| Robert C. Byrd honors scholarships                 | 9,300,000          | 9,600,000            | 9,800,000           |
| Jacob K. Javits fellowships                        | 7,800,000          | 8,000,000            | 0*                  |
| Peterson Roberts Harris public-service fellowships | 3,200,000          | 3,200,000            | 0*                  |
| Minority participation graduate fellowships        | 6,000,000          | 6,000,000            | 0*                  |
| Areas of National Need fellowships                 | 24,900,000         | 28,000,000           | 0*                  |
| <b>International education</b>                     |                    |                      |                     |
| Developing Institutions                            |                    |                      |                     |
| Aid for historically black colleges                | 99,500,000         | 111,700,000          | 121,700,000         |
| Endowment challenge grants                         | 17,500,000         | 7,500,000            | 7,500,000           |
| Institutional support                              | 87,800,000         | 87,800,000           | 87,800,000          |
| Cooperative education                              | 13,200,000         | 14,000,000           | 14,000,000          |
| Facilities                                         |                    |                      |                     |
| College-housing and academic facilities loans      | 37,700,000         | 3,600,000            | 3,500,000           |
| Interest-subsidy grants                            | 20,400,000         | 19,400,000           | 18,800,000          |
| International education                            | 34,700,000         | 40,000,000           | 40,000,000          |
| Law School Clinical Experience                     | 5,800,000          | 8,000,000            | 0                   |
| Veterans' Education Outreach                       | 2,700,000          | 2,700,000            | 0                   |
| <b>Other programs</b>                              |                    |                      |                     |
| Bilingual vocational training                      | 2,900,000          | 3,000,000            | 0                   |
| Training grants                                    | 36,100,000         | 36,000,000           | 36,400,000          |

## Government &amp; Politics

## Proposed 1993 Spending on Colleges, Students, and Scientific Research

|                                                              | Fiscal 1991 actual | Fiscal 1992 estimate | Fiscal 1993 request |
|--------------------------------------------------------------|--------------------|----------------------|---------------------|
| <b>Library resources</b>                                     |                    |                      |                     |
| Research libraries                                           | \$5,900,000        | \$5,900,000          | \$0                 |
| Training and demonstration                                   | 300,000            | 300,000              | 0                   |
| College-library technology grants                            | 3,900,000          | 6,400,000            | 0                   |
| <b>Aid to disadvantaged</b>                                  |                    |                      |                     |
| College-aid migrant programs                                 | 2,000,000          | 2,300,000            | 2,300,000           |
| Legal Training for the Disadvantaged                         | 2,900,000          | 3,000,000            | 3,000,000           |
| Trinity Institutions Science                                 | 5,900,000          | 6,000,000            | 6,000,000           |
| Improvement                                                  | 343,600,000        | 395,200,000          | 417,000,000         |
| Programs for disadvantaged students                          |                    |                      |                     |
| Education statistics                                         | 64,700,000         | 71,000,000           | 115,000,000         |
| Education statistics                                         | 44,300,000         | 47,300,000           | 63,600,000          |
| <b>Research for the disadvantaged</b>                        |                    |                      |                     |
| National Institute on Disability and Rehabilitation Research | 58,900,000         | 61,000,000           | 68,400,000          |
| Research and development                                     | 20,200,000         | 21,000,000           | 21,000,000          |
| Personnel development                                        | 69,300,000         | 89,800,000           | 89,800,000          |
| Rehabilitation training                                      | 33,400,000         | 36,700,000           | 36,700,000          |
| Postsecondary programs                                       | 8,600,000          | 9,000,000            | 9,000,000           |
| <b>Research for the disadvantaged</b>                        |                    |                      |                     |
| Adult education                                              | 240,800,000        | 287,300,000          | 303,800,000         |
| Vocational education grants                                  | 856,500,000        | 950,000,000          | 990,500,000         |
| Teacher training                                             | 218,500,000        | 253,500,000          | 261,200,000         |
| Office for Civil Rights                                      | 48,400,000         | 53,600,000           | 61,400,000          |
| Drug-abuse education, prevention at colleges, schools        | 60,900,000         | 62,100,000           | 72,100,000          |
| Fund for the Improvement of Postsecondary Education          | 14,600,000         | 15,000,000           | 16,000,000          |
| Student Literacy Corps                                       | 5,400,000          | 5,400,000            | 0                   |
| Women's educational equity                                   | 2,000,000          | 500,000              | 0                   |
| School, College, and University Partnerships                 | 4,200,000          | 4,200,000            | 4,200,000           |

## In Other Federal Agencies

|                                                                  | Fiscal 1991 actual | Fiscal 1992 estimate | Fiscal 1993 request |
|------------------------------------------------------------------|--------------------|----------------------|---------------------|
| <b>National Institutes of Health</b>                             |                    |                      |                     |
| Cancer Institute                                                 | \$1,712,071,000    | \$1,951,541,000      | \$2,010,439,000     |
| Heart, Lung, and Blood Institute                                 | 1,125,965,000      | 1,191,500,000        | 1,245,398,000       |
| Institute of Dental Research                                     | 148,702,000        | 159,240,000          | 166,742,000         |
| Institute of Diabetes, Digestive, and Kidney Diseases            | 615,990,000        | 662,678,000          | 699,809,000         |
| Institute of Neurological and Communicative Disorders and Stroke | 542,325,000        | 581,847,000          | 615,190,000         |
| Institute of Allergy and Infectious Diseases                     | 906,005,000        | 960,914,000          | 1,010,845,000       |
| Institute of General Medical Sciences                            | 761,283,000        | 819,134,000          | 862,069,000         |
| Institute of Child Health and Human Development                  | 478,988,000        | 518,724,000          | 545,238,000         |
| Eye Institute                                                    | 253,445,000        | 270,300,000          | 285,133,000         |
| Institute of Environmental Health Sciences                       | 240,635,000        | 252,031,000          | 261,513,000         |
| Institute on Aging                                               | 323,812,000        | 363,611,000          | 407,284,000         |
| Institute on Arthritis, Musculoskeletal, and Skin Diseases       | 193,466,000        | 203,913,000          | 214,929,000         |
| Research Resources                                               | 335,808,000        | 314,551,000          | 330,231,000         |
| Center for Nursing Research                                      | 39,909,000         | 44,970,000           | 48,568,000          |
| Institute of Deafness and Other Communication Disorders          | 134,971,000        | 149,102,000          | 157,301,000         |
| Center for Human-Genome Research                                 | 87,397,000         | 104,878,000          | 110,429,000         |
| International Center                                             | 17,519,000         | 19,809,000           | 20,727,000          |
| Library of Medicine                                              | 91,407,000         | 99,323,000           | 108,662,000         |
| Total, N.I.H.                                                    | 8,277,000,000      | 8,935,000,000        | 9,377,000,000       |
| <b>AIDS research, education, and prevention</b>                  |                    |                      |                     |
| National Science Foundation                                      |                    |                      |                     |
| Facilities and equipment                                         | 39,758,000         | 33,000,000           | 33,000,000          |
| Research                                                         | 1,693,681,000      | 1,857,000,000        | 2,213,500,000       |
| Science and engineering education                                | 321,862,000        | 483,000,000          | 479,500,000         |
| Antarctic program                                                | 175,067,000        | 189,000,000          | 177,000,000         |
| Total, National Science Foundation                               | 2,343,489,000      | 2,684,500,000        | 3,043,000,000       |

|                                                       | Fiscal 1991 actual | Fiscal 1992 estimate | Fiscal 1993 request |
|-------------------------------------------------------|--------------------|----------------------|---------------------|
| <b>Department of Agriculture</b>                      |                    |                      |                     |
| Cooperative research                                  |                    |                      |                     |
| Hatch Act support                                     | \$162,300,000      | \$168,800,000        | \$168,800,000       |
| Payments to black colleges                            | 34,500,000         | 37,600,000           | 39,900,000          |
| Special research grants                               | 62,600,000         | 74,500,000           | 28,900,000          |
| Competitive research grants                           | 73,000,000         | 97,500,000           | 150,000,000         |
| Animal-health research                                | 5,500,000          | 5,500,000            | 0                   |
| Total cooperative research                            | 454,300,000        | 508,900,000          | 416,000,000         |
| Extension service                                     | 398,500,000        | 419,300,000          | 417,300,000         |
| <b>Department of Defense</b>                          |                    |                      |                     |
| Basic research                                        | 1,125,379,000      | 1,169,800,000        | 1,203,000,000       |
| University Research Initiative                        | 230,711,000        | 226,373,000          | 99,909,000          |
| Strategic Defense Initiative                          | 2,890,000,000      | 4,145,601,000        | 5,425,074,000       |
| <b>Department of Energy</b>                           |                    |                      |                     |
| General science                                       | 1,138,761,000      | 1,472,489,000        | 1,652,684,000       |
| Superconducting Supercollider                         | 265,045,000        | 484,413,000          | 650,000,000         |
| Basic energy sciences                                 | 705,800,000        | 704,700,000          | 613,100,000         |
| <b>Environmental Protection Agency</b>                |                    |                      |                     |
| Research and development                              | 259,552,000        | 325,500,000          | 343,500,000         |
| <b>National Aeronautics and Space Administration</b>  |                    |                      |                     |
| Research and development                              | 6,500,966,000      | 7,410,009,000        | 8,381,445,000       |
| Space station                                         | 1,931,306,000      | 1,986,788,000        | 2,238,945,000       |
| <b>Health research and training</b>                   |                    |                      |                     |
| Alcohol, Drug Abuse, and Mental Health Administration |                    |                      |                     |
| Research                                              | 982,000,000        | 1,059,000,000        | 1,121,000,000       |
| <b>Centers for Disease Control</b>                    |                    |                      |                     |
| Occupational safety, health research and training     | 97,000,000         | 104,000,000          | 85,000,000          |
| <b>Health professions</b>                             |                    |                      |                     |
| Health-professions education                          |                    |                      |                     |
| Exceptional-need scholarships                         | 9,759,000          | 9,748,000            | 11,429,000          |
| Aid to disadvantaged students                         | 30,817,000         | 30,723,000           | 37,531,000          |
| Primary-care and family-medicine training             | 70,129,000         | 70,129,000           | 0                   |
| Nurse training                                        | 58,524,000         | 59,879,000           | 4,142,000           |
| Total, Health-professions education                   | 259,838,000        | 290,015,000          | 95,741,000          |
| Health Service Corps                                  | 91,000,000         | 100,000,000          | 120,000,000         |
| National Health Service Corps                         |                    |                      |                     |
| scholarships and loan repayment program               | 48,795,000         | 58,733,000           | 65,053,000          |
| Medical-facilities guarantees and loans               | 20,000,000         | 18,600,000           | 15,600,000          |
| Area health-education centers                         | 19,237,000         | 19,173,000           | 0                   |
| <b>Arts and Humanities</b>                            |                    |                      |                     |
| National Endowment for the Humanities                 |                    |                      |                     |
| Education programs                                    | 18,047,000         | 18,069,000           | 21,000,000          |
| Education programs                                    | 16,214,000         | 18,366,000           | 18,000,000          |
| Fellowship programs                                   | 22,937,000         | 25,870,000           | 25,000,000          |
| Public programs                                       | 18,503,000         | 19,254,000           | 19,250,000          |
| Research programs                                     | 28,859,000         | 27,548,000           | 28,500,000          |
| State programs                                        | 18,852,000         | 22,116,000           | 24,000,000          |
| Office of Preservation                                | 15,070,000         | 12,392,000           | 18,000,000          |
| Challenge grants                                      | 11,937,000         | 12,836,000           | 14,009,000          |
| Treasury matching grants                              |                    |                      |                     |
| Total National Endowment for the Humanities           | 167,275,000        | 175,965,000          | 187,069,000         |
| National Endowment for the Arts                       | 174,081,000        | 176,955,000          | 176,955,000         |
| Institute of Museum Services                          | 25,883,000         | 26,999,000           | 28,000,000          |
| National Archives & Records Administration            | 138,217,000        | 152,143,000          | 165,046,000         |
| <b>Commission on Civil Rights</b>                     |                    |                      |                     |
| Equal Employment Opportunity Commission               | 7,075,000          | 7,159,000            | 8,415,000           |
| <b>Commission on Equal Employment Opportunity</b>     |                    |                      |                     |
| Commission                                            | 201,927,000        | 210,271,000          | 242,845,000         |
| <b>Corporation for Public Broadcasting</b>            |                    |                      |                     |
| Veterans' educational benefits                        | 298,870,000        | 327,280,000          | 318,636,000         |
| Peace Corps                                           | 662,463,000        | 877,883,000          | 981,414,000         |
| U.S. Information Agency                               | 190,689,000        | 205,024,000          | 223,721,000         |
| U.S. Information Agency                               |                    |                      |                     |
| Educational and cultural exchanges                    | 173,151,000        | 194,232,000          | 200,000,000         |
| Postal subsidies for non-profit organizations         | 472,586,000        | 470,000,000          | 122,000,000         |
| Small Business Development Centers                    | 55,700,000         | 60,600,000           | 0                   |

\* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass the purposes of these programs.

## BUDGET

## Bush Wants to Restore Tax Benefits for Gifts of Tangible Property, Student-Loan Interest

By SCOTT JASCHIK

WASHINGTON President Bush proposed last week that Congress restore two tax breaks, eliminated in 1986, that would benefit colleges.

One would allow charitable deductions for all gifts of tangible personal property. College officials predicted that the restoration would prompt many wealthy individuals to make gifts of real estate or stocks and bonds to higher education.

The restoration would come with a condition, however. Non-profit groups would have to file a report with the Internal Revenue Service on each donation in excess of \$500. College officials were divided about whether the reporting requirement would hinder fund raising.

The other proposed tax break is a deduction for interest on student loans. Financial-aid officers said that restoring the deduction would be of particular help to parents considering whether to borrow money to finance a child's college education.

Both tax breaks have strong Congressional support, and the President's proposals stand a good chance of being enacted into law. In past years, efforts to pass bills to restore the tax breaks have floundered, in large part because money would have had to be found elsewhere in the budget to pay for the provisions—something that would not be necessary this year since the tax breaks are in the President's proposal.

## A Serious Disincentive

Colleges say the loss of the tax break for gifts of appreciated property has decreased the number of donations they have received. Vanderbilt University, for example, calculated that in 1986, the last year for which the old tax break was in place, individuals provided more than \$13-million in gifts of appreciated property to the university. Since then, the university has never received more than \$7-million a year in such gifts.

Said Jeff Carr, vice-chancellor for university relations at Vanderbilt: "The tax has been a serious disincentive for gifts of appreciated property. And that's a problem, because the capital campaigns of colleges are heavily dependent on larger gifts that often come in the form of appreciated property."

Nan Nixon, director of government relations at Harvard University, said that it was particularly important to have the tax break restored in the current economic climate. During a recession, she said, donors need a full range of ways to give to colleges.

Two years ago Congress restored the tax break on gifts of art, and college museums have already seen major increases in the numbers of donations. The President's proposal would expand that tax break to cover all appreciated property.

While applauding the President's plan, some development officials said they were worried about the reporting requirement. One, who asked not to be identified, said many wealthy individuals do not like to provide information about themselves to colleges or anyone else. The official also said colleges needed to be able to offer anonymity to donors.

"There are a lot of questions about this," the official said.

Sheldon E. Steinbach, general counsel

for the American Council on Education, said he was concerned that the reports might become public records. Generous donors "might then be hounded by other charities," he said.

Mr. Steinbach added, however, that he had no problem with the idea of colleges providing information to the IRS, since the President's proposal is designed to identify those who are misrepresenting their donations.

"One would be hard pressed to argue that we shouldn't cooperate in preventing fraud," he said.

A spokesman for the Treasury Department said officials there did not yet know the specific requirements that would be placed on charities for reporting gifts, or whether those reports would become public records.

## New Proposal on IRA's

College officials widely applauded the President's proposal to restore the tax break on student-loan interest, but some said it would not make a difference to many students. They noted that many of those who graduate from college with large amounts of debt do not itemize their deductions and hence would not have their financial burden eased by the proposed tax break.

But William E. Stanford, director of financial aid at Lehigh University, noted that the proposed break would be available to parents, as well. Mr. Stanford said that he had noticed many more parents in recent years who are reluctant to borrow money for their children to attend a private college when the children can enroll at less expensive, public institutions.

"I think this will make it possible for some of our potential students' parents to feel more comfortable taking on loans," Mr. Stanford said. "This will be especially important for those deciding between public and private institutions."

In a related proposal, President Bush urged Congress to change the tax laws so that people with Individual Retirement Accounts could make withdrawals—without penalties—to pay college expenses. College officials said that it was good to give parents that option, but that in most cases it would make more financial sense for parents to take out student or home-equity loans instead.

## No Tuition-Benefit Provision

One tax provision that college officials had hoped to see in the President's budget plan was not there. That was the provision, slated to expire at the end of June, that allows workers to receive up to \$5,250 in tax-free tuition benefits from their employers.

Thomas A. Butts, a federal-relations officer for the University of Michigan, said colleges would have to rely on Congressional support to keep the tax break alive. Colleges use the tax provision both to recruit students and to provide benefits for employees.

Mr. Butts said he hoped that Congress would make the tax break permanent so that colleges could stop what has become an annual lobbying drive for the provision. "It's just not effective for anyone to have this being turned on and off again and again," he said.

## 8 Priorities for '93

Odell Johnson, Jr., president of Laney College:

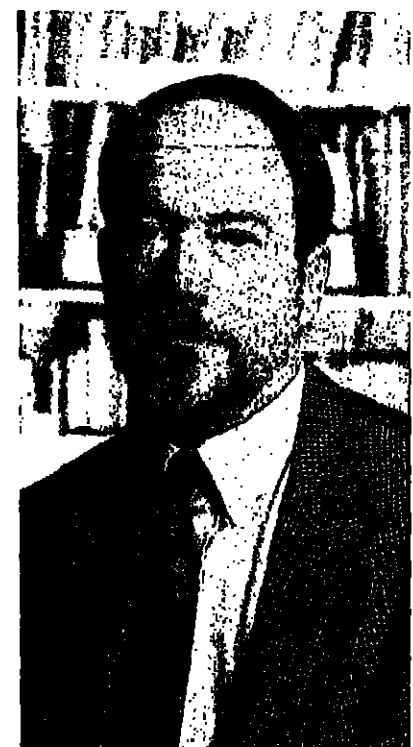
"One of the priorities most certainly must be financial assistance for low-income and educationally disadvantaged students. We have done a very poor job in higher education of recruiting and retaining such students. In California it is particularly important, because the demographics are changing rapidly. It's already difficult enough for our students to attend college. Most of our students work at least part time, and there is a continuing increase in fees for students to attend colleges and universities in California. The very people in need are the people who are being locked out."



ODDELL JOHNSON FOR THE CHRONICLE

Gilbert W. Merks, professor of sociology and director of the Latin American Institute at the University of New Mexico:

"The United States needs to rebuild its capacity to deal with the rest of the world. We need to reinvest in programs that will train graduate and undergraduate students who have real expertise in other languages and other world areas. Also, we need to support research on foreign areas. A generation of foreign-area experts is nearing retirement. The entire economic, political, and military configuration that has dominated the world since World War II is undergoing a change. We are more poorly prepared to face the changing world now than we were 20 years ago. International expertise is a depreciable asset. We need that asset very much."



GILBERT W. MERKS FOR THE CHRONICLE

Walter H. Moulton, director of student aid at Bowdoin College:

"More money for all aid programs would be delightful, but realistically I don't expect it. Given the state of the economy, the best I would realistically hope for would be the status quo. Students have been receiving aid from a variety of programs and it's important not to break that continuity, even if Congress tries to change the programs during the reauthorization of the Higher Education Act. It would be disastrous to suddenly pull back on all existing commitments, because some changes would take place a year or two from now as a result of the reauthorization process. If the Congress had additional money this year and, given the type of institution I'm at and the type of student I serve, the funding that would be most valuable to me would be an increase in Supplemental Educational Opportunity Grants."



WALTER H. MOULTON FOR THE CHRONICLE

## Government &amp; Politics

## Government &amp; Politics

Howard K. Schachman, professor emeritus of molecular and cell biology at the University of California at Berkeley:

"The top priority, it seems to me, is the economy. I can sit down and tell you what the President should do for science and education, but unless the economic situation is improved dramatically, then science and education will continue to suffer. The first thing would be to extend unemployment compensation for people who are unemployed so they could have an income and then contribute to the marketplace and begin purchasing. And I would assume that something should be done by the federal government to stimulate employment, by the institution of some public-works program, such as highway construction and repair. Our roads are in terrible condition. That's an area to stimulate the economy and get people back to work."



HOWARD K. SCHACHMAN FOR THE CHRONICLE

Edward Laumann, dean of social sciences at the University of Chicago:

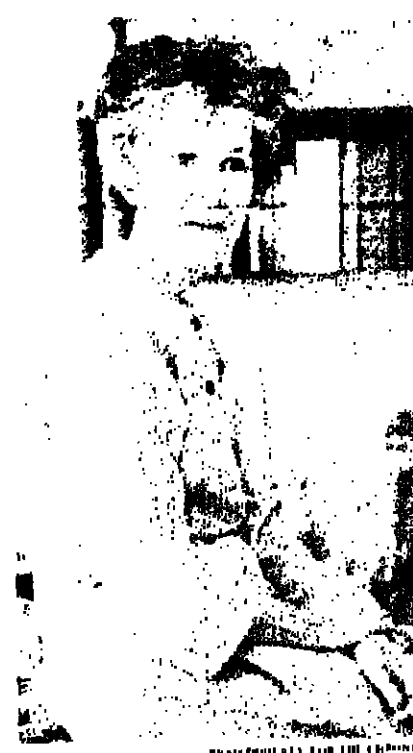
"The Administration and Congress have to understand the need for investing in the scientific infrastructure, providing not only funds for facilities and equipment but also creating a set of incentives to induce the private sector to invest in upgrading facilities. The government's recent hostility to indirect costs and its reduction in programs that help pay for facilities and equipment have threatened the university's ability to cope with research costs and pose a serious threat to the country's ability to maintain its eminence and competitiveness in conducting scientific research."



EDWARD LAUMANN FOR THE CHRONICLE

Sylvia S. Lujan, director of the University of Texas-Pan American Learning Assistance Center:

"All people wanting to pursue a postsecondary education should have the opportunity. The Trio programs provide the connection that gives student that opportunity. I see too many students who are disadvantaged who don't have any idea what college is like. I think the Trio programs do much to get the word out to students and to help them focus on what they need to get to college. We also need to focus on getting them out of college, and that's what Student Support Services does."



SYLVIA S. LUJAN FOR THE CHRONICLE



JENNIFER L. VOLZ FOR THE CHRONICLE

Homer A. Neal, chairman of the department of physics at the University of Michigan:

"The item that I'm most concerned about is the Superconducting Supercollider. I think this year and next year are critical years for that project. I'd like very much for it to get on track where there's no further question about its ultimate completion. I'm a professor in high-energy physics. It's an extraordinarily important tool in my field and, I think, for physics and science. The SSC will study the most fundamental issues dealing with the structure of matter, which just has to be important for all science. I'm also concerned about the health of condensed-matter physics, or solid-state physics, as it is called. It's not been adequately funded, and I think it holds many of the keys to this country's future economic competitiveness. In that field, the number of young people being supported is simply too small."



HOMER A. NEAL FOR THE CHRONICLE

Jennifer L. Volz, president of the Student Government Association at Wichita State University:

"The federal government should find some way to prevent students from becoming overburdened with debt from college loans. Some people say access to higher education isn't a right; well, it should at least be within reach. A lot of students take out loans because that's all they can get. But they do that without thinking of the future, and they leave college with thousands of dollars in debts. It takes a long time to get into a position that provides the kind of salary that you need to repay those loans. If the federal government cannot increase grants, then it should provide work-study or community-service programs so students can reduce their debts. You need at least an undergraduate degree to even be considered for employment in most places."



## BUDGET

## Higher Education Fares Well in Bush Budget; Big Gain for Student Aid

Continued From Page A1

which would grow by nearly \$2.9-billion, or 9.8 per cent, to \$32.4-billion. Education research would receive a large increase, and \$500-million would be devoted to a plan that would provide vouchers for families to send their children to the public or private schools of their choice.

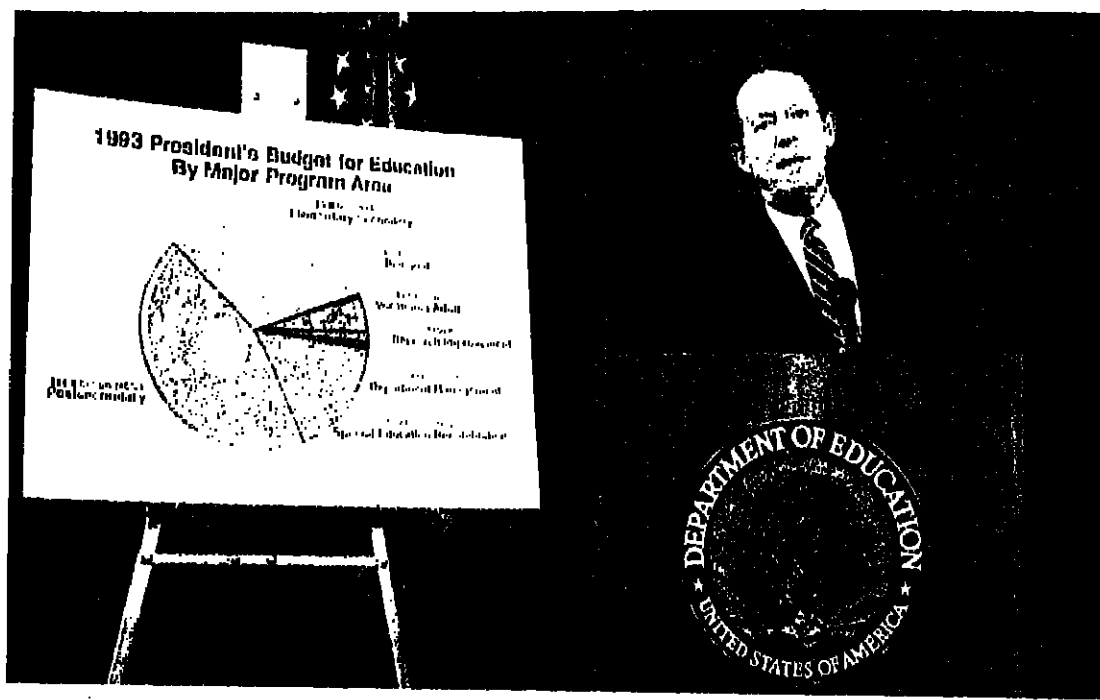
## Tough Battle Expected

Education Secretary Lamar Alexander told reporters at a budget briefing last week that the student-aid proposals showed that his department "was trying to do whatever we can to make it relatively easier for a family to continue its college education."

Many of the Administration's spending proposals are based on changes in the structure of student-aid programs that the White House proposed last year and Congressional committees rejected during their debates on reauthorizing the Higher Education Act. Some of the President's ideas still could be attached to that legislation when it is considered in the House of Representatives and Senate this year.

More important, the President's call for more aid strengthens the hand of student-aid supporters in Congress, who expect to fight a tough battle this year for scarce dollars. Key Democratic lawmakers like Rep. William H. Natcher, the Kentucky Democrat charged with drawing up the House education budget, can be expected at least to match the Administration's request.

Some college officials said they were pleased that President Bush



Education Secretary Lamar Alexander: The budget shows an attempt to "do whatever we can" to help families pay for college.

had recommended an increase in student grants after proposing no increase for fiscal 1992 and only a 4.2-per-cent raise for fiscal 1991.

"I think there is a general recognition that there is an extremely serious problem in student financial assistance," said Hoke L. Smith, president of Towson State University. He added that the proposed increase was a smart political tactic for President Bush and "intelligent from the viewpoint of recognizing need."

Others said the increases were exaggerated, since more than 40 per cent of the proposed raise for grants would go to make up for a

\$332-million shortfall in the 1992 budget. The money is needed to insure that the government need not reduce the maximum Pell Grant below \$2,400 in the 1992-93 academic year.

## A Good Spin on It

Critics noted that an additional 21 per cent of the increase in grants would go for Presidential Achievement Scholarships for Pell Grant recipients who are at the top of their classes. That program would probably not be created by the time Congress approves the budget in the fall.

"I think the budget is exactly the

same as past Bush budgets for existing programs," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education. "You'd have to give them credit for putting a good spin on it."

An analysis of the \$804-million increase for student grants shows that diverting \$332-million for use in the 1992 budget and subtracting the \$170-million for the scholarship program and \$50-million for improving state oversight of aid programs leaves an increase of \$252-million over the \$5.5-billion that Congress allocated for Pell Grants last year.

out, we lose them. Our goal is to sustain them."

Mike Garrison, the student-body president at West Virginia University, also suggested that the Bush Administration had not considered the difficulties that face most recipients of Pell Grants. "If they've got a Pell Grant, they're most likely holding down a job. They've got lots of burdens to deal with," making it unfair to hold them to such a rigid standard, he said.

A supporter in Congress

But if the idea of instituting academic standards on Pell Grants is unpopular on many campuses, it already has the support of at least one member of Congress. Rep. Dave McCurdy, an Oklahoma Democrat, recently announced he would propose an amendment to the Higher Education Act that would require high-school students to have either a 2.8 grade-point average or to score among the top 45 per cent on a standardized entrance examination to qualify for aid. Said Mr. McCurdy: "The real key here is, How do you incentivize students to perform better?"

Thomas J. DeLoughry contributed to this article.

## Government &amp; Politics

That money would be supplemented with \$593-million in cuts from other student-aid programs to produce an \$845-million increase in Pell Grants for 1993-94. The cuts would reduce the Supplemental Educational Opportunity Grant program by 38 per cent, the College Work-Study program by 26 per cent, and eliminate federal contributions to Perkins Student Loans and the State Student Incentive Grant programs.

The reductions would eliminate 240,000 state grants and 128,000 Perkins loans in 1993-94. In the past, Congress has rejected the Administration's pleas to eliminate both programs and has found funds for them.

## 438,000 Fewer Pell Grants

"What we've got is the largest budget increase in a tight budget year and we're focusing the money where we think it will do the best," Secretary Alexander said.

The Administration's plan to raise the maximum Pell Grant to \$3,700 for the 1993-94 academic year is in the range that lawmakers have recommended in bills that would reauthorize the Higher Education Act. The Senate legislation calls for a maximum of \$3,600, and the House bill would set the limit at \$4,500.

The Administration's Pell Grant proposal is similar to one that it made last year, but that was modified to be more sympathetic to the needs of middle-income families. A key change is a proposal that would allow families to protect a larger portion of their home equity from the calculations that the government uses to determine what they are able to spend for college.

Despite such measures, the Administration projected that its plan would eliminate 438,000 students from the Pell Grant program, dropping the number of students receiving grants to 3.4 million. Officials said students would be lost by proposals that would:

- Make it more difficult to qualify for aid as an "independent" student.
- Require college students to have a C average to qualify for aid.
- Eliminate Pell Grants to institutions that have student-loan default rates above 25 per cent.
- Alter eligibility formulas to deny grants to some middle-income students at low-cost institutions.

College officials criticized the proposals, charging that they would have the worst effect on low-income students who are in greatest need of Pell Grants.

Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities, said an analysis by his organization showed that nearly all of the 438,000 students eliminated from the Pell Grant program would be from families with incomes below \$20,000.

The Education Department said that the large cuts in the work-study and supplemental-grant programs would not reduce the number of students receiving such aid because colleges would be re-

quired to contribute more to the costs. A college's share of the work-study program would rise to 30 per cent, and its share of the grant program would rise to 50 per cent from 15 per cent.

College officials said it would be difficult to find additional money to fund the two programs if the plan were approved. "How can we increase the matches when we're expecting a 10-per-cent cut in the grants?" asked Matthew B. Lujan, assistant director of governmental relations at the University of Connecticut. "The money is not there in the states."

The proposed 25-per-cent spending increase for student loans would add \$1.2-billion to the \$4.8-billion of the Stafford Student Loan, Parent Loans for Undergraduate Students, and Supplemental Loans for Students. The student-loan account is an "entitlement," which means that the government must provide for all students who qualify for loans.

Department officials said the increase was needed to pay for an expected increase in demand for loans and for larger subsidies because of an anticipated increase in interest rates and proposed increases in the size of loans. The Stafford loan rise by \$875, to \$9, for freshmen and sophomores, and by \$1,000, to \$4,000, for undergraduates.

## Reversal of Recent Trends

Lawmakers working on reauthorizing the Higher Education Act proposed pushing the loan rate even higher—to as much as \$20 for juniors and seniors. A portion of the increased demand for loans would result from pushing the loan programs to students taking only one or two courses, department officials said. College administrators praised the Bush Administration for taking such steps.

"I'm awfully glad to hear the reversal of recent trends, the increase in the cost of defaults would decrease by \$200-million in 1992 to \$1 billion."

Library programs would be among the biggest losers under President Bush's request for the Education Department, falling 75 per cent from their 1992 levels. The Administration said the programs proposed eliminating—including a \$15-million program to aid research libraries and a \$6.4-million program intended to improve technology in college libraries—were no longer needed.

Carol Henderson, deputy director of the Washington office of the American Library Association, said the Administration's argument was "nonsense." She added: "Library budgets are being cut every-

## NIH Releases Draft of a 'Strategic Plan' for Its Future

Continued From Page A25

NIH director Bernadine P. Healy acknowledged that the successful development of a strategic plan—with an overarching vision for the agency and a set of clear scientific goals—could provide an enticing argument for the Administration to increase significantly the funds provided to the institutes in future years.

She said that the current justification for budget increases rests on "the sheer number" of grants the NIH gives each year. For fiscal 1993, the Administration has asked for a 4.9-per-cent increase for the agency. Department of Health and Human Services officials boasted

in the department's budget that the increase "is sufficient to support an all-time high number of research project grants."

Ms. Healy said: "When we just focus on the number of grants we're awarding, we look like an entitlement agency for scientists. Support us so we can simply give more money to scientists."

## 'A Positive Impact'

Relying on grant figures for budget increases, she said, has not captured the imagination of the Administration or Congress. "Business as usual is certainly not working," Ms. Healy said.

But Ms. Healy said that financial

issues would not dominate the development of the plan.

"The budget has to be an issue when we think about developing the Strategic Plan. But you've first got to start with the plan to get more money, instead of first asking for more money to develop a plan," she said. "I do believe that a good strategic plan can become a real justification for budget increases, and I do hope that it will have a positive impact."

She added: "We are a \$9-billion corporation and, as one, we must develop a plan that will allow us to take part in shaping our own future. We need to figure out the essence of the situation that we are

in, and we need to decide what areas to explore in the future."

NIH officials decided to call the document they released a "Framework for Discussion" to emphasize that it is not a finished product.

Said Ms. Healy: "These documents represent 'where we are now' in an evolving process toward a strategic plan for NIH. The meeting in San Antonio and the four regional ones to follow are part of implementing this process and obtaining constructive and substantive input from the scientific community toward a final plan."

After this week's meeting in San Antonio, the NIH plans meetings in February and March in Los Angeles; Farmington, Conn.; Atlanta; and St. Louis.

## LEADERSHIP 2000

July 18-22, 1992 Chicago Marriott Hotel Chicago, Illinois

The Fourth Annual International Conference on Leadership Development in Community Colleges conducted by the League for Innovation in the Community College and the Community College Leadership Program, Department of Educational Administration, College of Education, The University of Texas at Austin with support from the W. K. Kellogg Foundation.

## LEADERSHIP 2000

"Leadership 2000" is an international conference to support the professional development of community college leadership teams, including trustees, chief executive officers, faculty, staff, and administrators. The purpose of the conference is to promote effective leadership in community colleges and to encourage the expansion and diversification of leadership teams. Both leadership teams and individuals are encouraged to attend.

The conference is cosponsored by major national and state community college organizations. It will include over 100 presentations by national leaders and college teams who will focus on leadership development, political and financial strategies, diversity and access, institutional effectiveness, economic development, business and industry alliances, managing and supporting technology, governance, team building and collegiality, board/CEO effectiveness, staffing for the new century, serving older adults, community coalitions, distance education, instructional issues, student development, and other related topics.

## PRECONFERENCE WORKSHOPS

A series of "Learning to Do" preconference workshops has been scheduled on the following topics important to community college leaders:

- "Learning to Assess Institutional Effectiveness in Terms of Student Outcomes"
- "Learning to Plan for Instructional Computing"
- "Learning to Implement Total Quality Management"
- "Learning to Negotiate the CEO Contract"
- "Learning to Develop Staff for the Year 2000"
- "Learning to Overcome Gender Stereotypes to Build Effective Teams"

## KEYNOTE SPEAKERS



Gerald R. Ford  
36th President of the United States



Ernest L. Boyer  
President, The Carnegie Foundation for the Advancement of Teaching



Juliet V. Gordin  
President, University of Texas at Brownsville in cooperation with Texas Southern College



Robert H. McCabe  
President, Miami-Dade Community College District



Robert A. Gordon  
President, Hunter College of Applied Arts and Technology



Jerry Owens  
President, Cuyahoga Community College

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| On site                     | \$375 |
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CHE





## \$33-Million Program Aims to Increase Number of General Physicians

By JULIE L. NICKLIN

A \$33-million grant program to encourage medical students to choose careers as general practitioners has been announced by the Robert Wood Johnson Foundation.

Officials of the foundation, the nation's largest health-care philanthropy, fear that too many physicians today choose highly focused medical specialties, a situation that makes primary health care scarce and costly for most Americans.

Michael P. Beachler, a senior program officer at the foundation, says the health-care problem will reach "crisis" proportions in a few years if steps are not taken now to remedy it.

"If you're going to turn the trend around, it's going to take time," Mr. Beachler says. "The resounding chorus among certain segments of the medical-education community is, 'We need more general physicians.'"

The foundation's program, the Generalist Physician Initiative, will seek to encourage medical students to become family practitioners, general internists, and pediatricians. The program will award a total of \$32.7-million to medical schools over the next seven years.

To receive the grants, medical schools will have to develop plans that could ultimately change the way they admit students, the way students are taught, and the way residency training is structured.

### Second Major Program

The foundation's effort is the second major grant program announced in the last year that aims to make general health care more available. Last year, the W. K. Kellogg Foundation awarded nearly \$47.5-million to universities to foster the development of community-based health care. Kellogg seeks to improve health services "for underserved people in un-reached areas" by, among other

things, increasing the number of graduates who choose primary care (*The Chronicle*, July 3, 1991).

From 1965 to 1988 the proportion of physicians who were generalists decreased to 30 per cent, from 42 per cent, according to two reports that examined the national supply of physicians. If that trend continues, the proportion is expected to drop to 25 per cent early in the next decade. The studies were conducted by the Graduate Medical Education National Advisory Committee and the Council on Graduate Medical Education.

A better balance between generalists and specialists would be "50-50," says Edward J. Stemmler,

executive vice-president of the Association of American Medical Colleges.

### Attracted by Higher Incomes

Many doctors in the United States want, among other things, the added prestige of being an orthopedist or a gastroenterologist instead of a pediatrician or a family practitioner, Dr. Stemmler says. They are also attracted by the higher incomes possible in specialty areas, he adds. Dr. Stemmler serves on a committee that advised the foundation on the new program.

Johnson Foundation officials hope their program will push medical schools to work with state gov-

ernments, private insurers, health-maintenance organizations, hospitals, and community health centers to increase the number of general practitioners.

Frederic D. Burg, vice-dean for education at the University of Pennsylvania Medical Center, says his center saw only 60 per cent of its training positions in pediatrics filled last year, while specialized fields filled up completely.

Something has to be done to reverse the number of students who are "being driven away from primary care," says Dr. Burg, who is also a professor of pediatrics.

In the first phase of the foundation's program, each of up to 18

medical schools will be awarded one-year planning grants of as much as \$150,000. From those, the 12 schools that develop the most comprehensive strategies for increasing the number of general physicians each will receive six-year grants of up to \$2.5-million to put their plans to work.

A one-day workshop for medical schools interested in the program will be held this month in St. Louis. The application deadline for grants is May 29. The first recipients will be announced in October.

More information is available from Jack M. Colwill, chairman of the Department of Family and Community Medicine, University of Missouri, M228 Medical Sciences Building, Columbia, Mo. 65212 (314) 882-1613.

## Business & Philanthropy

## Note Book

Florida A&M University is gaining on Harvard University in the recruiting war for some of the country's brightest black students.

This year Florida A&M has 62 National Achievement Scholars in its freshman class, while Harvard has 64. The scholars program, run by the National Merit Scholarship Corporation, recognizes outstanding black high-school students. The students are chosen based on their grade-point averages and Scholastic Aptitude Test scores.

"Historically black colleges should lead the country in recruiting the top black students," said Eddie Booker, the university's spokesman. Mr. Booker said Florida A&M had been able to attract more of the students because its president, Frederick S. Humphries, meets with students and offers them scholarships and internships.

The student government at Auburn University passed a resolution stripping a gay and lesbian association of its charter, but a university administrator stepped in to override the action.

Members of the student government voted 23 to 7 to throw out the charter of the gay and lesbian organization.

Student groups that are chartered are entitled to apply for student-fee money, receive discounts on advertisements in student publications, and hold meetings in the student union. The gay and lesbian group was given a charter by last year's Student Government Association.

"The majority of students here object to the group's receiving funding," said Don Wuggoner, the Student Government Association's president. "Many students also oppose the group because of state laws against sodomy and because the life style of the group carries health risks."

Last month Pat H. Barnes, vice-president for student affairs, overrode the student government's resolution and said the gay group could keep its charter. The gay and lesbian group had threatened to sue the university if it was denied a charter.

Students at Rensselaer Polytechnic Institute were dialing for jobs, not money, last week.

Since the job market for college graduates is bleak, 32 Rensselaer students called 850 alumni to drum up job prospects as part of a "jobathon."

About 50 per cent of the alumni contacted said they would recruit on the campus, accept students' resumes, or send job announcements to the university.

"We knew the job market was rotten, so rather than complain we came up with this quick, low-cost way to address an urgent problem," said Vicki Lynn, director of the university's career-development center.

## Students

## Colleges Have Done a Bad Job of Explaining Affirmative Action to Students, Critics Say

As a result, some whites view themselves as victims

By MICHELE N-K COLLISON

As colleges struggle to attract minority students and bring a greater mix of undergraduates to their campuses, some critics say that admissions offices have done a poor job of explaining their affirmative-action policies to prospective students and their parents. As a result, the critics say, colleges are contributing to the view among some white students that they are being passed over for unqualified members of minority groups.

"Colleges could come out and say, 'We want a diverse class with musicians, athletes, and minority students,'" says Reginald Wilson, a senior scholar at the American Council on Education. "But colleges with good affirmative-action policies act like it's something dirty they have to hide."

### Many Constituencies to Please

Some white students, believing that simply being black or Hispanic would put them at the top of a college's list, have gone so far as to identify themselves as minority-group members on college applications. In addition, high-school counselors say some minority students mistakenly believe that they will be accepted to competitive colleges simply because of the color of their skin.

Some say the lack of clear information from colleges is feeding a backlash against affirmative action. In the last year, a white student filed a complaint against Duke University, claiming she had been rejected by the institution even though she said she had a better academic record than a black high-school classmate whom Duke accepted. And a white student at the Georgetown University Law Center touched off a fierce debate over affirmative action by writing an article saying that black students who had been admitted had lower test scores and grades than their white classmates.

College admissions officers acknowledge that they may appear secretive, but they say they do not divulge the details of their policies for good reason. Many worry that critics of affirmative action will misrepresent college policies and inflame the tensions that already exist between white students and members of minority groups.

"Colleges are sneaking into diversity," says Bruce G. Poch, dean of admissions at Pomona College. "Colleges don't call attention to their policies because they don't want to be spotlighted."

Mr. Poch says universities "ought to come out of the closet," and he asks: "If they're doing a good job, why are they ashamed?" But he adds that admissions officers are unwilling to be more open because they must please different constituencies and don't want to draw attention to something that could be controversial.

High-school counselors say some of the mystery and hostility surrounding affirmative action could be reduced if colleges



Valerie Bell: Admissions officers should ask whether a low-income minority student has "taken advantage of his environment."

were more candid. Indeed, no one outside an institution knows exactly how a college arrives at its decisions about whom to accept. And although institutions say they practice affirmative action, few tell students and parents exactly how they carry out that concept.

"When you keep something a secret, you make it suspect," said Elsa Clark, director of college counseling at Immaculate

Heart High School in Los Angeles, speaking at a meeting of the National Association of College Admission Counselors. "Students just don't understand what colleges are trying to do. When admissions representatives come to my school, I encourage them to explain their affirmative-action policies to all students."

Admissions officers interviewed for this

Continued on Following Page

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Student aid. For fellowships for minority doctoral candidates: \$315,000 over three years to Brown U.

STEELE-REBE FOUNDATION  
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Student aid. For scholarships: \$300,000 to Albion College (formerly College of Idaho).

## Gifts & Bequests

College Misadventure. For an athletics and health facility: \$1-million from Robert S. and Geraldine R. Daley Anderson.  
East Carolina University. For the athletics department: \$300,000 from Bob and Margaret Ward.  
Gardner-Webb College. For construction of a lake on the campus: \$1-million from Huey H. and Wyndolyn Royster Hollifield.

## Affirmative-Action Failings Said to Cause a Backlash

Continued From Preceding Page  
article said their institutions practiced affirmative action, but only a handful would release details about how their choices are made. What is clear is that even perfect grades and test scores will not guarantee admission if a student isn't desirable in other ways.

In addition to grades, institutions might consider students' ability to lead, their sense of curiosity, and their enthusiasm. Colleges also try to recruit athletes, musicians, low-income students, disabled students, the children of alumni, and those from minority groups.

Marcy Whaley, associate director of admissions at the California Institute of Technology, says admissions officers always look beyond grades. "There are too many good students for us to admit," she says. "We select them based on what we need and what we want. Maybe this year we need a first baseman or a flute player. We have the luxury of looking at more than just scores."

Anthony Cunchola-Flores, associate director of admissions at Brown University, says that colleges want a mix of students from various parts of the country and from various racial and socioeconomic groups.

"If you have three seniors, it's not who's the best academically, but who will bring the most to campus," says Mr. Cunchola-Flores.

David Wingood, acting director of admissions at Duke University, says of the college-admissions process: "This is not an exact science. There is no formula."

### Berkeley Issues 'Targets'

Although most institutions say they do not use quotas or goals, their desire for diversity may mean that a minority student, an athlete, or a musician may be admitted over another applicant who has higher grades or test scores. But institutions say they do not take any students who are unqualified to do the work required.

The University of California at Berkeley is one of only a few institutions that spells out its desire for a diverse class. Each year it issues "targets" for athletes and for low-income and disabled students, as well as for minority students. "These are targets, not ceilings or floors," says Andre Bell, director of admissions at Berkeley. For instance, Berkeley would like to admit 1,600 to 1,800 minority students in a freshman class of 8,200.

Some institutions judge minority students' grades and test scores differently from those of white students. Admissions directors at those institutions say it is unfair to expect students who do not come from white, middle-class backgrounds to have had access to the same quality of education.

Officials at one college who asked to remain anonymous say they recognize that minority students on average have lower Scholastic Aptitude Test scores than white students. So the institution evaluates black students according to the average score for blacks, and whites according to the average score for whites.

Valerie Bell, associate dean of

admissions at Oberlin College, agrees that when considering a low-income minority student, admissions officials should consider the student's background.

"You don't penalize a student for not having money," she says. "You evaluate the school and you ask, Did this person excel within the walls of this institution? You ask, Has he taken advantage of his environment?"

Admissions officials say they frequently are accused of accepting minority students who have lower scores than white students. But they say that many times the white who loses out hasn't demonstrated other characteristics that might make the student attractive.

For instance, Avis Hinkson-Lester, associate dean of admissions at Pomona College, describes a case of two students, one black and one white, who applied for admission last fall from the same Midwestern high school. The white student had a slightly higher class rank and slightly higher SAT scores than the black student, but the black student had been more active in after-class activities. Pomona accepted the black student and rejected the white one.

"All students have to demonstrate abilities beyond the classroom," says Ms. Hinkson-Lester. "We want the whole student to contribute to the college. You may play sports, the violin, or do sci-

ence research, but you have to do something."

The widening of the applicant pool to include more members of minority groups has made white students resentful, college officials say.

"It is true, the number of places for white males and females is smaller in 1991 than it was in 1971," says Mr. Wingood of Duke. "They aren't the only ones in the pool. Twenty-five per cent of the applicants are now minority."

### Calls by Disgruntled Parents

Admissions officials say they frequently receive telephone calls from disgruntled white parents who feel their children were unfairly rejected for admission. Some white students, desperate to get into prestigious institutions, check

boxes on their applications that say they are black, Asian, or Hispanic. "I had a Jewish student who checked the Asian box," says Mr. Cunchola-Flores of Brown.

Although some students complain that colleges give extra consideration in admissions to the children of alumni or to athletes, admissions officers say students typically are much more angered by special consideration for minority students.

Says Andrew P. Cornblatt, director of admissions at the Georgetown University Law Center: "There is more of an outcry when it has to do with race than with privilege."

Some college officials say high-school counselors bolster the idea that colleges are interested in minority students, regardless of their academic abilities. "They tell these kids, 'You should definitely apply there. You'll get in because you're black,'" says Gregory C. Roberts, executive director of the Baltimore Educational Scholarship Trust, a program that places black students in private high schools. "They're not telling these kids that the reason they will get in is because they are top students."

Admissions officials say some black students have come to think they can use their race to their advantage. "My daughter's friends were talking and one said, 'I only have to have average grades and I'll get in because all these colleges are beating the bushes looking for minority students,'" says Berkeley's Mr. Bell. "I had to explain that that was not true. Colleges are not accepting minority students just because they are black. They are looking for students who can do the work."

### A Demoralizing Process

Some high-school counselors say the college-admissions process can be demoralizing for minority students. The attacks on affirmative action have prompted some to question their abilities because, officials say, the students are never sure if they've been accepted because of their color or because of their abilities.

"The son of a friend of mine got accepted to Yale," says Georgia Booker, a college counselor at Woodrow Wilson Senior High School in Washington. "A teacher said, 'They must have really been looking for blacks.' She said this in front of the entire class. You know that was hurtful to that student. It was a blow to him. Colleges ought to be saying these are academically talented students."

Critics of affirmative-action policies say institutions could reduce some of the resentment of white students by looking at economics, instead of race, when making admissions decisions. Indeed, some say that in their quest to diversify, and consider students who have been shunned in the past, colleges are overlooking disadvantaged whites.

Admissions directors expect the controversy over affirmative action to intensify.

"Admissions is not a fair game," says Leon Braswell, associate dean of admissions at Bowdoin College. "Someone will get hurt, black kids as well as white, as we open the doors to more people."

—MICHAEL N-K COLLISON

## When a Black Applicant Is Accepted and a White Is Not: Case at Duke U. Illustrates Use of Race in Admissions



Elizabeth Elkins, who attends Jacksonville State U. Reverse discrimination is "an overlooked travesty."

Why didn't Elizabeth Elkins get into Duke University? Ms. Elkins thinks it's because she is white.

She says the admissions office at Duke rejected her last spring and accepted a black classmate from her high school even though Ms. Elkins says her academic record was better than the black student's. Kamara Morris, the black student, has told reporters that she was just as qualified for admission as Ms. Elkins.

Ms. Elkins filed a complaint with the U.S. Education Department's Office for Civil Rights charging that Duke had discriminated against her.

In a letter outlining her complaint, which was published in several newspapers in the Southeast, Ms. Elkins said: "I write to make public the most overlooked travesty in our nation's colleges and universities: reverse racial discrimination. This now common occurrence is downing the aspirations of the white race."

### 'Microcosm of the Nation'

In December, the Education Department ruled that Duke had not discriminated against Ms. Elkins. Archie B. Meyer, acting regional director of the Office for Civil Rights, wrote in his report that Ms.



Harold Wingood, acting director of admissions at Duke U. "We only invite those who are qualified."

Morris "was accepted because she had a stronger application based on test scores, academic achievement, personal qualities, and recommendations." He said Duke's acceptance of Ms. Morris also added to the racial diversity of the university. And he added: "The evidence does not show that Student B was accepted solely on the basis of her race." The report referred to Ms. Morris as Student B.

Duke officials said they were pleased with the outcome. "The results confirm what we knew to be the case," said Harold Wingood, acting director of admissions at Duke. Mr. Wingood said that Duke did not accept students just because they were black. "We only invite those who are qualified," he said.

Mr. Wingood said the university did take race into consideration when making admissions decisions. "Universities are a microcosm of the nation, and we try to be representative of the population," he said. "Minority students and disadvantaged students are a minority on this campus. Students of color contribute to campus life."

Ms. Elkins and Ms. Morris both attended Jacksonville High School in Alabama. The Education Department found that both women

had scored 1180 out of a possible 1600 on the Scholastic Aptitude Test. While Mr. Meyer found that Ms. Elkins had scored higher than Ms. Morris on various Achievement tests, Ms. Morris had slightly better grades and better recommendations than did Ms. Elkins.

Ms. Elkins, who is now a student at Jacksonville State University, does not plan to take her complaint further. But she said that in its study of her case, the Education Department had failed to consider that she was an athlete and took advanced-placement courses, factors she believes should have made her more attractive to Duke than Ms. Morris.

### 'I Am So Mad'

Ms. Morris, the black student, decided to attend Cornell University instead of Duke last fall. She declined to be interviewed for this story, but last fall she told the Associated Press: "I am so mad right now, tears are streaming down my face. I am just as well qualified as she is. Her concern is valid if you're picking a black person who is not qualified. I'd like to think I was picked because I was qualified and because I had a little bit more I could offer to someone else."

## Students

The American Council on Education gave an award last month to Creed C. Black, president of the Knight Foundation, a driving force behind the Foundation's sports-reform panel.

The council, which has advocated reform in college sports for two decades, honored Mr. Black and the Knight Foundation for creating the Knight Commission on Intercollegiate Athletics. The award created the Knight panel's report last March, which called for changes in the academic, financial, and governance policies of college sports, with spurring the adoption of a package of tough academic standards approved at last month's meeting of the National Collegiate Athletic Association.

Meanwhile, the Knight panel plans to release a sequel to its March 1991 report. The follow-up report, due released next month, will assess the progress made in college sports in the past year.

The Knight Foundation also said it would keep the commission in business at least through the NCAA's 1993 convention, when one of the panel's key proposals—the creation of a certification, or peer-review, system for big-time sports programs—is expected to be considered.

The NCAA council has approved most of the changes proposed by a special panel reviewing the association's enforcement procedures.

Among other things, the panel directed the NCAA's instructions committee to create a "summary disposition" process for early resolution of cases in which investigators and college officials agree on major findings, and to provide transcripts of all hearings to all main parties in a case.

Two other major changes would require a vote of the NCAA's membership to take effect and hence were not considered by the council. They would open enforcement hearings to the public and require the use of independent hearing officers to rule in cases that cannot be decided through summary judgment.

Some of the proposals approved by the council represented major changes in the NCAA's procedures for investigating its members.

The summary-disposition process is the most radical. It would help address complaints from some college officials about investigations that drag on for many months and even years, and may encourage colleges to plead guilty to violations at an earlier stage to stop the steady stream of bad publicity that often accompanies infractions cases.

Other changes include requiring the infractions committee to develop a conflict-of-interest policy for all NCAA officials involved in enforcement, and liberalizing the association's policy about the use of tape recorders by investigators, which would also make recordings of interviews more widely available to college officials.

## Athletics

### Draft Memo Stresses Need for Sex Equity in Dropping Teams

Continued From Page A1  
1972, which bars sex discrimination in programs receiving federal assistance.

"I think it will be perceived as a warning, and in that sense it's good," said Donna Lopiano, director of women's athletics at the University of Texas at Austin. "It'll be interesting to see if the presidents think this is a real shot across the bow, or just a bag of flour."

Said another women's-sports advocate, who asked not to be identified: "It's not bad, especially considering that they haven't done a damn thing for the last 10 years."

### A Basic Premise Is Restated

The OCR memorandum begins by restating a basic premise of Title IX: that colleges must offer men and women equitable opportunities to compete on sports teams, and that the ratio of female to male athletes must be substantially equivalent to the ratio of women to men in the undergraduate student body.

When the rate of participation by women differs from the proportion of women in the student body, the memorandum says, a college must be able to show a "history or continuing practice of program expansion



Donna Lopiano of the U. of Texas at Austin: "It'll be interesting to see if the presidents think this is a real shot across the bow, or just a bag of flour."

for students of the underrepresented sex, or prove that the interests and abilities of the sexes are equally accommodated.

The memo goes on to warn colleges that cutting an equal number of men's and women's teams does not insure compliance with Title IX, since they may be cutting equally from inequitable sports programs. Colleges may also violate Title IX, the memorandum advises, if they fail to offer the same sport to men and women, provided that athletic opportunities for women on the campus historically have

Continued on Following Page

### 'SADDEST DAY OF MY LIFE'

## Football Coach at U. of Massachusetts Resigns to Protest Scholarship Freeze



Jim Reid resigned because he thought his integrity had been compromised. It troubled him to make scholarship offers and then have to renege on them.

### By DOUGLAS LEDERMAN

The football coach at the University of Massachusetts at Amherst quit last month after learning that the university had instituted a temporary freeze on the awarding of new football scholarships.

Jim Reid, who had been at Massachusetts for 19 years, including the last six as head football coach, said he had resigned because he thought his integrity had been compromised. It troubled him, he said, to have to make—and then renege on—scholarship offers.

"This is the saddest day of my life," he told the Associated Press.

### University Loses \$55-Million

The University of Massachusetts has been devastated by budget cuts forced by the state's economic travails. All told, the university has lost more than \$55-million in state assistance since 1988, dropping its annual budget to \$112-million from \$167-million.

The athletics program has not been spared. Besides sharing in the institution-wide budget cuts, the sports program has lost about \$500,000 in student athletic fees because of shrinking enrollment, said Richard O'Brien, the chancellor. And more troubles are in the offing: The university is nearing completion of a multimillion-dollar hockey arena, but it does not have enough money to support the hockey team or pay the cost of maintaining the new facility, the chancellor said.

The university announced in May that it would eliminate four varsity teams (men's soccer, women's volleyball, and men's and women's tennis), reduce financial support for men's and women's skiing and men's and women's swimming, and cut personnel in football and sports medicine.

But those changes were not enough. When further cuts became necessary this winter, the university opted not to drop any more teams, hoping to maintain a broad array of athletic programs.

"The question became whether to go further down the track of dropping teams or take it out of the hide of the most expensive sports," said Mr. O'Brien. "We reluctantly decided to do the latter."

So, late last month, the athletics director, Frank McInerney, called Mr. Reid into his office and told him that the university could not afford to offer any new football scholarships.

That was the last straw for the coach, who had earned a reputation at Massachusetts for eating bag lunches and sleeping on the floor of other coaches' hotel rooms to save money during the recruiting process.

### Will Continue to Field a Team

Mr. McInerney said in an interview last week that the university would honor the seven scholarships that Mr. O'Brien had awarded—and incoming freshmen already had accepted—for next year. But the director said the university would award only about 50 football scholarships over all, well below the 63 that its league, the Yankee Conference, allows.

Chancellor O'Brien said the university would continue to field a football team and play in the Yankee Conference, even though the league's other nine teams offer more scholarships.

He said the university would need about \$1-million a year in additional

Continued on Following Page



## ATHLETICS NOTES

- U. of South Florida covered up rape charge, state panel says
- Syracuse basketball star sues the NCAA for 'mental anguish'
- NCAA panel restores the eligibility of Texas basketball player

The University of South Florida covered up rape charges against a star basketball player and treated the alleged victim unfairly in order to maintain the athlete's eligibility, a report to the Florida Board of Regents has charged.

The 60-page report by a special panel investigating the university's handling of a sexual-battery complaint involving two students called for "significant structural, procedural, and personnel changes" to be considered at South Florida.

The panel strongly recommended, for example, that the athletics director report directly to the university's president, instead of to the vice-president for student affairs, as has been the practice.

The panel also endorsed several changes recommended by South Florida's President Francis T. Bonkowski, such as revamping the student judicial and disciplinary systems to eliminate conflicts of interest, permitting hearing officers to consider a pattern of offenses, and providing for immediate suspension when serious charges are involved.

The committee, made up of six staff members from the state-system office, concluded that South Florida officials had given special treatment to a former basketball player, Marvin Taylor, who was accused in October 1989 of assault-

ing a female student. It also said the university had stood by while the female student was harassed into withdrawing her allegations and had overlooked subsequent complaints of assault and harassment against Mr. Taylor made by three other women.

Shortly before Mr. Taylor's athletics eligibility would have expired last February, he was dismissed from the team for violating curfew, the report said.

Florida's regents are expected to consider the panel's report at their regularly scheduled meeting this week.

If the regents accept the report, it could affect a proposal at South Florida to establish a new intercollegiate football team. A university panel studying the feasibility of such a program will also meet this week.

—DEBRA E. BLUM

A Syracuse University basketball player sued the National Collegiate Athletic Association in a New York State court last month, claiming the association's

officials had caused him mental anguish and denied him television exposure by declaring him ineligible last fall.

The NCAA revoked the eligibility of the athlete, Conrad McRae, in November, when Syracuse reported that he had received improper transportation and other minor benefits from a New York City "street agent" who, according to news reports, had recruited Mr. McRae on Syracuse's behalf.

In November, lawyers for Mr. McRae asked a state court for a restraining order that would reinstate him. Although one state judge temporarily restored Mr. McRae's eligibility, another upheld the NCAA ruling after a hearing, keeping him on the sidelines.

In December, however, the NCAA's eligibility panel reversed itself, after learning from staff members of the association that Mr. McRae had told NCAA officials of the contact with the street agent before he enrolled at Syracuse.

Although Mr. McRae regained his eligibility and immediately began playing for Syracuse, his law-

yers amended their complaint to the state court to sue the association for \$1.35-million.

They claim that the NCAA damaged Mr. McRae's career by keeping him out of four of Syracuse's first six games.

—DOUGLAS LEDERMAN

An NCAA council subcommittee has restored the eligibility of a basketball player at the University of Texas at Austin, overruling several earlier decisions by another NCAA panel.

The council's subcommittee on eligibility appeals for Division I said new information provided by the player, Dexter Cambridge, "convincingly corroborated" the university's claim that \$2,400 of a \$7,000 gift Mr. Cambridge had received from a booster when he was enrolled at Lon Morris Junior College was actually payment for work

completed. The NCAA had declared Mr. Cambridge ineligible because of the gift, which it said violated the association's rules against improper benefits for athletes.

Mr. Cambridge originally argued that the money was a gift from a former employer as a reward for graduating, and the NCAA had conceded that it was a payment for on-court performance.

Because of the new evidence, the panel agreed to reinstate Mr. Cambridge at the start of the month as long as he repaid the \$4,600 that was not earnings from work. Mr. Cambridge had sued the NCAA in federal court in an attempt to regain his eligibility, but had lost at the district-court level.

## Briefly Noted

■ A panel of professors, students, and coaches has issued a preliminary report recommending that the University of California at Davis upgrade its athletics program to the National Collegiate Athletic Association's Division I level.

■ The College Football Association announced that it had added California State University at Fresno as its 67th member.

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## Colleges' Reaction to Proposed Memo on Sex Equity Is Mixed

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been limited and that female athletes are interested in and capable of sustaining a viable team.

That last example applies to two institutions—the University of Oklahoma and the College of William and Mary—that tried to drop women's basketball in the last two years. After announcing the abolition of their teams, both institutions reversed course when threatened with lawsuits.

## Some Seek Stronger Document

College officials said the OCR document could help other institutions avoid similar embarrassment.

"It would be helpful not to have institutions wander into the morass that William and Mary and Oklahoma did last year when trying to delve into the same standard," said Sheldon E. Steinbach, general counsel for the American Council on Education. "If the document were at all helpful, it would be an enormous aid to administrators in

shaping their discussions about athletic cuts."

College officials, however, disagree about how helpful the document is.

While Ms. Lopiano and other advocates for women welcomed the OCR initiative, most of them said it didn't go far enough.

They have asked the civil-rights office to make the memorandum stronger by clarifying the department's stance on the requirements of Title IX. In response to OCR's request for comments about the memo, Ms. Lopiano asked the civil-rights office to make it clearer that colleges must be sure they are giving men and women equal opportunities to participate in sports.

When women are underrepresented among a college's athletes, she wrote, "it is important to determine whether adequate efforts have been pursued to move club sports for the underrepresented sex to the athletic-team level or equal scholarship dollars are being

used to recruit male and female student-athletes."

Other higher-education officials said they believed the OCR memo was flawed for different reasons.

## Little Guidance Offered

Jeffrey H. Orleans, executive director of the Ivy Group, said the memorandum tells colleges what they cannot do, but gives them little guidance about what they should do. Mr. Orleans also argued that the use of participation rates to gauge a sports program's compliance with Title IX was "outmoded," and that OCR should focus on making judgments about individual programs rather than developing overly simplistic formulas.

While Dorothy Robinson, the general counsel at Yale University, applauded OCR's interest in equity, she called its approach in the memorandum wrongheaded.

By focusing on how colleges should cut programs, rather than on the broader questions about overall compliance with Title IX, the civil-rights office "hits the schools that overexpanded, and they get penalized, while the schools that never expanded in the first place are not questioned," said Ms. Robinson.

"There are some very serious compliance issues regarding Title IX, but they ought to be addressed head-on rather than through the back door against schools that happen to be engaged in reductions because of budget cuts," she said.

Most college officials agreed on one thing: The OCR's draft guidelines will make a difference only if the civil-rights office then follows through in its efforts to monitor compliance with the law.

## Football Coach Quits U. of Massachusetts

Continued From Preceding Page

money to sustain a broad, fiscally sound athletics program.

In what could be a hopeful sign, Mr. O'Brien announced last week that a private group, World Class Soccer Camp, had agreed to donate \$780,000 to keep the university's men's soccer team alive. The soccer organization is run by a Massachusetts alumnus.

Mr. O'Brien said he was also heartened by a recommendation from an advisory panel to the Massachusetts Governor last week urging the university to continue to play football at its current level. The chancellor asked the panel to

amend its recommendation to urge the state to contribute the financial support needed to achieve that goal. Mr. O'Brien said Governor William F. Weld had offered to be "as helpful as he can."

However, with few positive signs in sight for the Massachusetts economy, the chancellor said he recognized that the idea of providing more state aid for athletics, instead of for academic uses or other social programs, could face significant political hurdles.

"It would be a little bit difficult to put money into sports at a time like this," he said, "but it makes good economic sense."

## International

## Budget Squeeze Pressures Colleges in Canada to Seek More Effective Approach to Spending

Ontario's institutions face record low increases in government funds for next three years

By JENNIFER LEWINGTON

Record low increases in government spending on Ontario's colleges and universities for the next three years will turn up the pressure on postsecondary institutions to use their education dollars more effectively.

The squeeze on provincial budgets—the prime source of operating funds for all universities and colleges in Canada—is prodding the institutions to make the kind of adjustments already adopted by many businesses here as they try to do more with less.

How well higher education adjusts to the new fiscal reality will be watched closely in Ontario, which is home to 40 per cent of Canada's college and university students. Traditionally a wealthy province, Ontario is now being forced to tighten its belt.

## \$10-Billion Deficit in Ontario

Battered by a deep recession and a \$10-billion (Canadian) deficit, Ontario last month delivered the bad news that the province's Premier, Bob Rae, had warned for months was coming. Taking fiscally conservative measures, Mr. Rae's left-of-center New Democratic Party government announced that grants to colleges and universities would rise only 1 per cent this year and 2 per cent in each of the next two years—below the expected inflation rate.

In New Brunswick, the provincial gov-



Geraldine Kenney-Wallace of McMaster U.: "You can't do more of the same or less of the same. It requires a fundamental re-analysis of what you're doing."



Richard Allen, Ontario's Minister of Colleges and Universities: "The question is, Can we turn it into creative change, or do we turn it into a disaster?"

ernment last month froze grants to its universities for the next two years. Government advisers had recommended a 4-per cent increase in the higher-education budget. Alberta has announced a 3-per cent increase for next year, just slightly above Canada's inflation rate.

The Ontario government also decided to

raise by 7 per cent both tuition and the amount of financial aid available to needy students. Students in Alberta will pay about 15 per cent more in tuition and fees next year.

Even after such increases, the tuition rates in Canada will still be significantly

Continued on Following Page

## Renewed Focus on Job Training Expected as Australia Battles Recession

By GEOFFREY MASLEN

MELBOURNE

As Australian higher education gears up for the start of a new academic year this month, the prospects for increased federal support are better than they have been in some time.

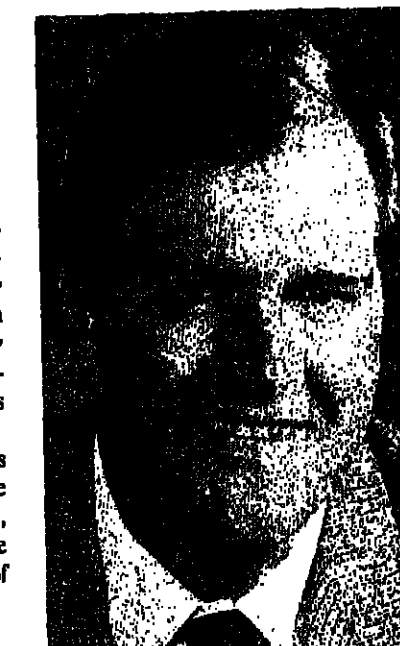
What has changed since the 1991 academic year ended in December is the country's political leadership. There's a new Prime Minister, a new Treasurer, and a new senior education minister. The new government has already indicated that education, and particularly job training, is high on its agenda.

Paul Keating, who ousted Bob Hawke as Prime Minister in December, rewarded the former education minister, John Dawkins, for his strong support by naming him to the country's top economic post—that of Treasurer.

## Election Within 18 Months

The new Minister for Employment, Education, and Training is Kim Beazley, a protégé of Mr. Hawke's who lost his finance portfolio in the cabinet reshuffling that followed Mr. Keating's takeover. Peter Baldwin retained his position as higher-education minister in the shakeup.

The Labor government faces an election within 18 months and, with Australia in a deep recession, the Keating administration has said its main tasks will be to create



Kim Beazley, the new Minister for Employment, Education, and Training: Observers say his opportunity to make significant changes will be limited.



Peter Baldwin, the higher-education secretary, may resist any moves that would cause further upheaval after a period of widespread change.

more jobs and restore confidence in the economy.

Mr. Dawkins has made the unemployment problem his first priority. Australia's jobless rate is now above 10 per cent, the highest in 60 years, and the figure for

young people living in the cities is three times that. Tackling the issue is expected to result in a renewed emphasis by the government on job and skills training, more student places in technical and continuing.

Continued on Following Page





## Gazette

**Continued From Previous Page**  
**Linda Davis Taylor**, director of alumni relations at Claremont McKenna College, to vice-president for development and college relations at Scripps College.  
**Walter Washington**, president of Alcorn State U., has announced his retirement, effective June 30, 1994.

## MISCELLANY

**James N. Russo**, provost of Stanford U., to president and chief executive officer of Freedom Newspapers Inc. (Irvine, Cal.).

## Deaths

**Joseph G. Allen**, 79, professor emeritus and former chairman of surgery at Stanford U., January 10 in Stanford, Cal.  
**John R. Everett**, 73, president emeritus of

New School for Social Research, former chancellor of City U. of New York, and former president of Hofstra College, January 21 in New York.  
**John E. Olavin**, 80, professor emeritus of law at Wayne State U., December 9 in Detroit.

**Francis S. Grubar**, 67, professor emeritus of American art history at George Washington U., January 16 in Washington.  
**David V. Hahly**, 77, former professor of medicine at College of Physicians and Surgeons of Columbia U., January 17 in Tarrytown, N.Y.

**J. Elaine Hannell**, 80, former associate clinical professor of surgery at George Washington U., January 14 in Naples, Fla.  
**Hans Jenny**, 92, professor emeritus of soil science at U. of California at Berkeley, January 9 in Oakland, Cal.

**Sumner M. Kaiman**, 73, professor emeritus of pharmacology at Stanford U., January 11 in Sunnyvale, Cal.

**Karl J. Lawrence**, 90, professor emeritus of physical education at Colgate U., January 11 in Hamilton, N.Y.  
**Sister Catherine M. Lee**, 79, former registrar at Trinity College (Washington), January 21 in Washington.

**James H. McElath**, 69, professor of communication arts and sciences at U. of Southern California, January 16 in Los Angeles.

**George S. Odione**, 71, former dean of the business schools at U. of Massachusetts at Amherst and U. of Utah, and former director of the Industrial Relations Bureau at U. of Michigan, January 19 in St. Petersburg, Fla.

**Thomas F. Parkinson**, 71, poet and former professor of English at U. of California at Berkeley, January 14 in Berkeley, Cal.

**Ellen Halley Pike**, 73, professor emerita of microbiology at New York Medical College, January 7 in Valhalla, N.Y.  
**Willie E. Pratt**, 85, former president of Indiana U. of Pennsylvania, January 16 in Indiana, Pa.

**Freddie Conlin Steinman**, 62, professor of psychology at Trinity College (Washington), January 15 in Annapolis, Md.

**Henry N. Stommel**, 71, senior scientist in the physical-oceanography department at Woods Hole Oceanographic Institution and former professor of oceanography at Massachusetts Institute of Technology, January 16 in Boston.  
**James M. Thompson**, 59, former registrar

at U. of the District of Columbia and former basketball coach at Howard U., January 18 in Washington.  
**Howard W. Wright**, former professor of accounting at U. of Maryland at College Park, January 18 in Bethesda, Md.

## Coming Events

A symbol (n) marks items that have not appeared in previous issues of The Chronicle.

## FEBRUARY

**12: Research.** "Responding to Allegations of Research Misconduct in the University: A Practicum," workshop, American Association for the Advancement of Science, Hyatt Regency Hotel, Chicago. Contact: Misconduct Practicum, Directorate for Science and Policy Programs, AAAS, (202) 326-6600, fax (202) 289-4950.

**12-13: Admissions.** College fair, National Association of College Admission Counselors, Pittsburgh. Contact: NAAC, (724) 836-2222, fax (724) 836-8015.

**12-14: Fund raising.** Annual winter conference, American Prospect Research Association, Hyatt Orlando Hotel, Orlando, Fla. Contact: John L. Gliba, (315) 254-6819.

**12-14: Higher education.** "Lifelong Learning: Meeting the Higher Education Needs of Adult Learners," conference, National University Research Institute, National University Research Institute, (619) 563-7144.

**12-16: Music.** Annual conference, Society for American Music, Louisiana State University, Baton Rouge, La. Contact: Wallace McKenzie, (504) 388-3361.

**13: International education.** "Education in the People's Republic of China," workshop, World Education Services, San Francisco. Contact: Robert Hunter, (415) 966-6111, fax (415) 966-6393.

**13-14: Business affairs.** "Strategic Planning and Budgeting," workshop, National Association of College and University Business Officers, Los Angeles. Contact: Professional Development Department, Suite 500, One Dupont Circle Washington 20036, (202) 861-2328.

**13-14: Cooperative education.** "Two-Year Colleges and Co-op: It's a Natural" training program, Northeastern University, Cincinnati. Contact: Donna Dwyer, Associate Training Director, Northeastern University, Center for Cooperative Education, 503 Stearns Center, Northeastern University, Boston 02115, (617) 437-3774, fax (617) 437-3402.

| 1992 | February |    |    |    |    |    |   | 1992 |
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| 23   | 24       | 25 | 26 | 27 | 28 | 29 |   |      |

**13-14: History.** "Encounters, 1492-1992: 500 Years of Interaction," Texas Lutheran College, Seguin, Tex. Contact: Stephen Anderson, (512) 372-8020.

**13-14: Multicultural issues.** "Managing Diversity in the University/College Workplace," workshop, Southwest Center for Human Relations Studies, San Diego. Contact: (405) 325-3936.

**13-16: Multicultural education.** Annual conference, National Association for Multicultural Education, Orlando Marriott-International Drive Hotel, Orlando, Fla. Contact: Rose Dubon-Sells, Office of the Dean, Southern University, P.O. Box 9883, Baton Rouge, La. 70813-1092, (504) 771-2290.

**13-16: Multicultural issues.** "Multicultural Programs: Certificate Training," International Counseling Center and George Washington University, Washington. Contact: ICC, 3000 Connecticut Avenue, N.W., Washington 20008, (202) 463-6700.

**13-16: Social sciences.** Conference, Sunbelt Social Network Conference, San Diego. Contact: Phillip Bonack, Department of Sociology, University of California, Los Angeles 90024.

**13-17: Women and higher education.** "Workshop for Women Administrators in Higher Education Whose Next Career Step Could Be the CEO Position," National Institute for Leadership Development, Phoenix. Contact: NILD, Rio Salado Community College, 640 North First Avenue, Phoenix 85003, (602) 223-4290.

**13-19: Personnel.** National seminar, College and University Personnel Association, Capital Hilton Hotel, Washington. Contact: Lucia Crestella or Karen Simon, CUPA, Suite 503, 1233 20th Street, N.W., Washington 20036, (202) 429-0311, ext. 6.

**14 Valentine's Day**

**14: Faculty development.** "Improving College Teaching and Learning," annual conference, Massachusetts Faculty Development Consortium, Bentley College, Waltham, Mass. Contact: Susan A. Holton, Bridgewater State College, Bridgewater, Mass. 02325, (508) 697-1201.

**14: Higher education.** "A Day With Arthur Chickering: Education and Identity Revisited," workshop, California State University, Long Beach, Cal. Contact: Cynthia S. Johnson or Kathryn Goddard, Student Development in Higher Education, 1250 Bellflower Boulevard, Long Beach, Cal. 90840, (213) 985-4974.

**14: Higher education.** "Teaching in Shopping Centers," teleconference, University of Indiana University-Purdue University at Indianapolis. Contact: NUTN, (405) 744-5191.

**14: Mathematics.** Math workshop, Addison-Wesley Publishing Company, Addison-Wesley, Cincinnati. Contact: Addison-Wesley, One Jacob Way, Reading, Mass. 01867, (617) 944-3700.

Continued on Page A46

## CONFERENCES, WORKSHOPS

## The Fund for Theological Education, Inc. Conference for Black Undergraduate Students

April 3-5, 1992

Conference will be held in Washington, DC (beginning 9 a.m. on Friday and ending at 2:00 p.m. Sunday) for qualified college juniors and seniors who may be potential candidates for The Fund for Theological Education's (FTE) Black Doctoral Scholarship Program.

The Conference is designed to provide a unique experience for a select number of African American students who are considering doctoral studies for the Ph.D. or Ed.D. in religion or theology. The objective of the Conference is to assist students in obtaining direction and clarity about opportunities and challenges for teachers and scholars in the field of religion and theology. The conference leaders will be teachers and scholars in the field of religion.

Applicants must be nominated by their college, professor, administrator, or chaplain. Deadline for nominations is February 21. Application information will be sent to nominees by The FTE. Participant's conference expenses will be covered by The FTE.

For further information contact the  
Executive Director  
The Fund for Theological Education, Inc.  
475 Riverside Drive  
Suite 832  
New York, New York 10115  
(212) 870-2058

## CALL FOR PAPERS

## HIGHER EDUCATION REFORM IN EUROPE AND AMERICA THIRD ANNUAL INTERNATIONAL AAU CONFERENCE INNSBRUCK, AUSTRIA SEPTEMBER 17-18, 1992

THE AMERICAN ASSOCIATION OF UNIVERSITY ADMINISTRATORS  
THE UNIVERSITY OF INNSBRUCK  
GOVERNORS STATE UNIVERSITY  
THE UNIVERSITY OF NEW ORLEANS  
SUNY, EMPIRE STATE COLLEGE  
AUSTRIAN ASSOCIATION OF REKTORS  
AUSTRIAN ASSOCIATION OF DIREKTORS  
(CONVEGNO PERMANENTE DEI DIRIGENTI UNIVERSITARI)  
ARE COSPONSORING A CONFERENCE IN INNSBRUCK, AUSTRIA  
SEPTEMBER 17 AND 18, 1992

## TOPICS INCLUDE:

- ORGANIZATION
- CENTRALIZATION
- FINANCIAL ISSUES
- GOVERNANCE
- PARTNERSHIPS
- RESEARCH PARKS
- CORPORATE TRAINING
- PRIVATIZATION
- EXTERNAL FUNDING
- ACCOUNTABILITY
- QUALITY
- ASSESSMENT
- INTERNATIONAL EDUCATION
- SATELLITE TECHNOLOGY
- LIFELONG AND DISTANCE LEARNING
- NONTRADITIONAL DEGREE PROGRAMS
- TECHNOLOGICAL
- PLANNING
- INTELLECTUAL PROPERTY
- ACADEMIC FREEDOM
- FACULTY REWARD SYSTEMS
- TRANSFER OF TECHNOLOGY

Submit a 200-word prospectus and short biography by April 1 to:

Dr. Virginia L. Pucci  
Governors State University  
University Park, IL 60468  
708-634-5000, Ext. 2320



We also invite your inquiries concerning general participation in the conference and the week-long package of events surrounding the meeting (September 14-21).

## European Perspectives on Waste Management

A Workshop Designed for Environmental Professionals  
May 18-20, 1992  
Rewley House—University of Oxford



UNIVERSITY  
of OXFORD  
Oxford, England



CALIFORNIA  
STATE  
POLYTECHNIC  
UNIVERSITY  
Pomona, California



UNIVERSITY of  
STRATHCLYDE  
Glasgow, Scotland

## WORKSHOP TOPICS

Thinking Green  
The Concept of European Chemical Timebombs  
Examples of Chemical Timebombs  
Regenerative Approach to Chemical Contamination  
Discussion Panel - Issues and Conclusions  
  
Identifying the Hazards in Landfill  
The Environmental Impact of Landfill  
Landfill Reclamation—Costs and Liabilities  
Commercial Uses/Markets for Recycled Materials  
  
Land Contamination: Identifying Hazards  
Land Contamination: Surveys and Classification  
Analysis and Interpretation of Land Contaminants  
The Regenerative Approach to Land Contamination  
Disposal of Dredged Sediments and Sewage Sludge  
International Markets for Environmental Consultants

## Announcing the 1992 GAPFAC NATIONAL FORUM

Graduate and Professional Schools:  
Influencing the Policy  
Making Process

February 25 and 26, 1992

location Washington-Marriott Hotel  
1221 22nd and M Streets  
Washington, DC 20037  
(202) 872-1500

sponsor **gapfac**

Graduate and Professional Financial Aid Council

## Agenda Highlights:

Featured Speakers and Activities

February 25, 1992

Dallas Martin  
National Association of  
Student Financial Aid Administrators  
Mark Heffron  
American College Testing

Ted Bracken  
Consortium on Financing  
Higher Education

Ruth Lammert Reeves  
Georgetown University School of Law  
William Blakey  
Cohan and Dean

Trip to Capitol Hill and Reception

February 26, 1992

Reports on Hill meetings  
Update from the  
Department of Education

For registration materials and further information, please contact:

Susan Coverdale  
GAPFAC  
Educational Testing Service  
MS 31-V  
Princeton, NJ 08541-0001  
(609) 951-6551



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## AMERICAN ASSOCIATION FOR HIGHER EDUCATION

## RECLAIMING THE PUBLIC TRUST

COSTS  
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Derek Bok



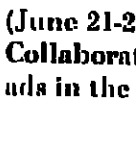
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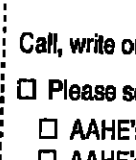
Carlos E. Cortés



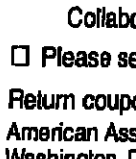
Frank Newman



Parker Palmer



Rosetta Riley



Catherine T. Simpson

Also — Mark your calendar for AAHE's conferences on Assessment (June 21-24) and School/College Collaboration (June 28-July 1). See our ads in the February 19 "Events in Academe."

Call, write or fax AAHE for registration information:

- ☐ Please send me registration materials for
- ☐ AAHE's 1992 National Conference on Higher Education.
  - ☐ AAHE's 1992 Conference on Assessment in Higher Education.
  - ☐ AAHE's 1992 National Conference on School/College Collaboration.

☐ Please send me information on AAHE membership.

Return coupon to:

American Association for Higher Education • One Dupont Circle, Suite 800  
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Position \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

## CONFERENCES, WORKSHOPS

## MANAGEMENT SEMINARS

March 1992

St. Louis, Missouri

| Monday                                                                                                                        | Tuesday                                                                                     | Wednesday                                                                                                        | Thursday                                                                                                         | Friday                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Strategic Planning in the Higher Education Setting<br>Robert Shirley, President<br>University of Southern California<br>\$400 | MIS for Strategic Planning and Decisionmaking<br>Dennis Jones, President<br>NCHEMS<br>\$200 | Linking Planning with Budgeting<br>Robert Shirley, President, NCHEMS<br>Dennis Jones, President, NCHEMS<br>\$400 | Linking Planning with Budgeting<br>Robert Shirley, President, NCHEMS<br>Dennis Jones, President, NCHEMS<br>\$400 | Responding to 'Student Right to Know' Issues and Alternatives<br>Peter Everett, Senior Associate, NCHEMS<br>\$200 |

These seminars, and others, can also be done on your campus.

For more information, call or write:

Arlene Barr  
NCHEMS Management Services, Inc.  
P.O. Drawer P  
Boulder, CO 80501-9752  
(303) 497-0345 or 497-0365  
FAX: (303) 497-0318



The Adam's Mark Hotel in St. Louis will host our seminars. Please call the hotel at (800) 444-2326 for overnight accommodations.

## CONFERENCE ANNOUNCEMENT

## MAXIMIZING SUMMER OPPORTUNITIES national conference

February 23 - 26, 1992  
Myrtle Beach, South Carolina  
Sponsored by - The University of South Carolina

Now, more than any time in recent history, institutions of higher education are facing critical challenges to utilize idle space, minimize down time, meet existing summer employment conditions, defray operating costs, and generate income. Specifically designed to focus on the pervasive importance of developing and maintaining successful summer programs, Maximizing Summer Opportunities will help you generate that new vitality.

Registration information available now!

Write or call: University of South Carolina  
Division of Continuing Education  
900 Assembly Street • Suite 108  
Columbia, SC 29208  
(803) 777-9444 • (803) 777-2260 • FAX (803) 777-9356

CALL FOR PARTICIPATION  
The Fourth Annual  
Internationalization Forum  
of the East-West Center  
October 13-22, 1992

Practical cross-cultural learning experiences for internationally minded individuals with responsibilities and professional interests in international relationships in government, education, business and voluntary organizations.  
A Forum working toward establishing a global network of internationally minded individuals who are concerned with the process and problems of communicating and collaborating across national boundaries.  
Thematic Nationalism and Internationalization  
Application deadline: July 15, 1992  
Call (808) 944-7607 or fax (808) 944-7670 for brochure and registration information or write:

Larry Smith, Forum Coordinator  
Institute of Culture and Communication  
East-West Center, 1777 East-West Road  
Honolulu, Hawaii 96848

For information on how The Chronicle can help insure the success of your organization's next meeting, call Display Advertising at (202) 466-1080.

## PROGRAMMING LANGUAGE PARADIGMS SHORT COURSE

June 1, 1992-June 19, 1992  
At Wheaton College, Norton, MA  
Taught By  
Prof. Kim Bruce, Williams College  
NSF SPONSORED  
Faculty Enhancement Program

This course, designed to help faculty keep up with changes in computer science, will include both undergraduate and graduate level material. It will contrast the functional, object-oriented, and logic paradigms with the more familiar procedural. This material is central to a Principles of Programming Languages course; it will also provide background valuable throughout the undergraduate curriculum. Includes lecture and lab.

Participants will be paid a \$300 stipend.

Request Brochure & Application form:  
Dr. Fred Kollett  
Wheaton College  
Norton, MA 02766  
BITNET:  
KOLLETT@WHEATNMA

## Coming Events

Continued From Page A-14

14-21: Student affairs. "These Are the Times That Try Our Souls," annual conference on student affairs, University of Maryland, College Park, Md. Contact: Mary D. Gibson, Maryland Student Affairs Conference, 2101 Annapolis Hall, University of Maryland, College Park, Md. 20742; (301) 314-7343.  
14-25: Teaching. "It's a Small World: Effective Teaching," forum, Fayetteville State University, Fayetteville, N.C. Contact: Bertha H. Miller, (919) 486-1265.  
14-26: Multicultural education. Annual conference, National Association for Multicultural Education, Orlando, Fla. Contact: Alfred G. Monton, Division of Basic Studies, McNeese State University, Lake Charles, La. 70609; (318) 475-5131 or (318) 474-4772, fax (318) 475-5189.  
15-18: Black writers. Meeting, Union of Writers of the African Peoples, Community College of Philadelphia, Philadelphia, Pa. Contact: Umar C. Forbes, Office of International Affairs, 3701 University of Pittsburgh, Pittsburgh 15260; (412) 648-7540, fax (412) 648-7214.  
15-18: Institutional advancement. District conference, Council for Advancement and Support of Education, Grand Hyatt Hotel, Washington. Contact: (202) 462-4000, 11 Dupont Circle, Washington 20036; (202) 328-5900.  
15-19: Teacher education. "Education and Family: A Global Perspective," annual meeting, Association of Teacher Educators, Orlando, Fla. Contact: ATE, 1900 Association Drive, Reston, Va. 22091-1599; (703) 620-3110, fax (703) 620-9530.  
15-19: Personnel. "Salary Equity," professional development program, College and University Personnel Association, Capital Hilton Hotel, Washington. Contact: Lucia Creteila or Karen Simon, CUPA, Suite 503, 1233 20th Street, N.W., Washington 20036; (202) 429-0311, ext. 6.  
15-19: Student affairs. "Retention Showcase: Focus on the Underserved Student," conference, Bradley University, Costa Mesa, Cal. Contact: Center for Educational Development, Bradley University, Peoria, Ill. 61625; (309) 677-2420.  
15-19: Equal opportunity. "Access to the Future: Forging Partnerships Through Business, Education, and Government," annual conference, Southeastern Association of Educational Opportunity Program Personnel, Stouffer Nashville Hotel, Nashville. Contact: Virginia R. Herndon, Project Upward Bound, Benedict College, Columbia, S.C. 29203; (803) 253-5342.

## 17 Presidents' Day

17-19: Fund raising. "Securing Major Gifts Using Gift-Planning Techniques," seminar, National Planned Giving Institute, French Quarter Suites Hotel, Memphis. Contact: Kathy L. Robbins, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 767-2330 or (800) 238-3253.  
18-23: Campus activities. Annual meeting, National Association for Campus Activities, Dallas. Contact: NACA, P.O. Box 6828, Columbia, S.C. 29208; (803) 732-6222, fax (803) 749-1047.  
19-21: Ethics. "The Future of Ethics in America: Can an Individual Make a Difference?" national conference, California State University, Long Beach, Cal. Contact: Delana Davis, (310) 985-8449, fax (310) 985-8449.  
19-21: Fund raising. "Taxes and Giving," seminar, National Planned Giving Institute, French Quarter Suites Hotel, Memphis. Contact: Kathy L. Robbins, Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 767-2330 or (800) 238-3253.  
19-21: Fund raising. "Winter Institute for Senior Development Professionals," Council for Advancement and Support of Education, Hyatt Sarasota Hotel, Sarasota, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.  
20: State financing. "How to Increase Your State Funding: Trends and Strategies to Increase State Funding for Higher Education Institutions," teleconference, Dallas County Community College District and Community College Satellite Network, University, Dallas. Contact: (214) 952-0332, fax (214) 952-0329.  
20-21: Alumni. "Working With Alumni Boards," workshop, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.  
20-21: Business officers. "Budgeting for Academic and Student Services Personnel," workshop, National Association of College and University Business Officers, Boston. Contact: MacCune, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.  
20-21: Fund raising. "Focus On Your Success," conference, National Society of Fund Raising Executives, Holiday Inn

Riverwalk, San Antonio, Tex. Contact: NSFER, P.O. Box 40122, San Antonio 78229-1422.  
20-21: Legal issues. "Law and Education," conference, University of St. Petersburg, St. Petersburg, Fla. Contact: (813) 345-1121, ext. 101.  
20-21: Non-traditional education. "Pathways to a Degree," conference, Open the College, Los Angeles. Contact: Beryl Bellman, Department of Continuing Education, Los Angeles Community College District, 12501 Wilshire Blvd., Los Angeles 90025; (213) 343-4302.

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20-22: Administrators. Annual meeting, American Association of Presidents of Independent Colleges and Universities, Phoenix. Contact: (215) 456-4400.  
20-22: Education. "Invasion of Africa: African-American Content in the U.S. Curriculum," conference, Kente I. 2 Atlanta, Contact: Kente I. 2 Atlanta, 396, Atlanta 30301.  
20-22: English. Southeast regional conference on English in the 1990s, National Council of Teachers of English, N.C. Contact: Hilda B. (919) 355-4416.  
20-22: Multicultural education. "Multicultural Education: The Changing Complexions of Social Inequality," conference, American University and Institute for Policy Studies, Washington. Contact: Robert D. Manning, (202) 885-5241.  
20-23: Continuing education. District meeting, National University Consortium Education Association, Chicago. Contact: Christopher L. Gorman, (312) 963-1722, fax (312) 702-4841.  
20-23: Higher education. "Re-Form: Arts and Sciences Majors: Strengthening Majors as Communities for Learning," conference, Association of American Colleges, Philadelphia. Contact: Thomas Jeavons, (202) 387-3766.  
21: Students. "Student Affairs in the 90s: Searching for the Silver Lining," conference, Saint Joseph's University, Detroit Hill, Pa. Contact: Nancy Kowalski, (215) 660-1073.  
21-22: Computers and libraries. "Office Office, In-line: Computer Law for the 90s," Southern California Associated Law Libraries, Los Angeles. Contact: Kathleen Smith, (213) 865-7819, or E-mail Gonzales, (213) 239-0358.  
21-22: Women's studies. "Restoration and 18th-Century Women's Voices," annual meeting, Annapolis Society, Annapolis. Contact: Ellen Gardner, Department of English, University of Mississippi, University, Miss. 38677.  
21-23: Ethnography. "Ethnography in Education Forum," University of Pennsylvania, Philadelphia. Contact: Francis Kessler, (215) 898-3273.  
21-23: Balance education. "National Life Sciences Education Summit Conference II," Confilition for Education in the Sciences, Racine, Wis. Contact: David Henry, (202) 777-3600.  
21-23: Freshman year. Annual meeting of the freshman-year experience, University of South Carolina, Columbia, S.C. Contact: (803) 777-6029.

## Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

## FELLOWSHIPS

February 28: Humanities. Applications for visiting fellowships in the humanities. Contact: Jacqueline Murray, Director, Humanities Research Group, University of Windsor, 401 Sunset Avenue, Windsor, Ontario N9B 3P4; (519) 253-4330, ext. 3508, fax (519) 973-7030.  
February 28: Humanities. Applications for fellowships in the humanities. Contact: Societies Fellowship in Humanities and Cultural Development. Contact: Fellowship Office, American Council of Learned Societies, 228 East 43rd Street, New York 10017-3398.  
March 31: African studies. Applications for fellowships in African studies. Contact: African Studies Foundation, 110 Avenue of the Americas, New York 10036.  
March 31: Archives. Applications for

## Gazette

Archives and archival administration. Conference on the Archives and Archival Administration, National Archives and Records Commission, National Archives Building, Washington 20408; (202) 501-2000.

March 31: Educational measurement. Applications for graduate students for research fellowships. Contact: Robert E. Lamb, Educational Measurement, Princeton, N.J. 08541-1000; (609) 734-1124.

March 31: History. Applications for Mellon Research Fellowships for students in the history of American science and technology in early American history and culture. Contact: Mellon Fellowships, American Philosophical Society Library, 18 South Fifth Street, Philadelphia 19106-3386; (215) 440-3400.

March 31: International studies. Applications for a postdoctoral fellowship in the area of international studies. Contact: International Area Studies Program, 939 International Affairs Building, Columbia University, 400 West 118th Street, New York 10027.

March 31: Research. Applications for short-term fellowships for students in the history of American science and technology. Contact: Mellon Fellowships, American Philosophical Society Library, 18 South Fifth Street, Philadelphia 19106-3386; (215) 440-3400.

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ships and seminars, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.

## PAPERS

February 15: Phenomenology and Literature. Papers on the theme "Allegory and Reality," for possible presentation at the annual conference of the International Society for Phenomenology and Literature, to be held in April in Cambridge, Mass. Contact: A.T. Tymieniecka, World Phenomenology Institute, 348 Payson Road, Belmont, Mass. 02178; (617) 489-3696.

February 20: Higher education. Proposals on the theme "A Gendered Culture: Education in the 90s," for possible presentation at a conference, to be held in Victoria, Australia in July. Contact: Madeleine Fogarty, Victoria University of Technology, McKeeville Street, St. Albans 3021, Victoria, Australia; (03) 345-2346, fax (03) 365-2242.

February 21: Philosophy. Abstracts of papers on the theme "Consequentialism," for possible presentation at a conference, to be held in May in Rochester, N.Y. Contact: David Braun, Philosophy Department, University of Rochester, Rochester, N.Y. 14627-0202.

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## CONFERENCES, PROPOSALS

## CONFERENCE

September 16 - 18, 1992

"The Americanisation of Culture"

Thematic cultural dependence / interdependence, ideology and resistance, ethnocentrism, ethnicity, cultural / multi-cultural dialogue. Papers from a contemporary or historical perspective.

Proposals to Conference Secretary

Candida Hepworth

American Studies Centre, University of Wales, Swansea

SA2 8PP, Wales, U.K.

Fax: 011.44.792.255719

## Education Acquisition, Pacific and European Areas

The Annual Forces are planning competitive procurements for educational services in the Pacific and European theater of operations. Requests for Proposals (RFPs) have been issued for Basic Skills through a Doctoral Program (Europe) and Basic Skills through Graduate Programs (Pacific). Academic Institutions interested in submitting an offer to these RFPs are reminded there will be a PRE-PROPOSAL CONFERENCE Thursday, 20 February 1992, 9:00 A.M., at the Marriott Courtyard, 2700 Eisenhower Avenue, Alexandria, Virginia. Offers are strongly encouraged to attend. Point of Contact for the Pacific RFPs is Cheryl Gemenio, 15 ARLWOOD, Hickam AFB, HI 96853-5320, telephone (808) 449-7029; for the European RFP, it is Con E. Hubbard, USAEUR Contracting Center, Attn: AECOCAM-8, Box 49, APO AE 09710-5345, telephone (419) 151-4314. NO NO COLLECT CALLS.

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